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ABSTRACT

Project TALENT is a large-scale, long-range longitudinal study of a representative sample of students assessed with a comprehensive set of psychological, educational, and personal measures. In 1960, students in grades 9 through 12 were given a battery of tests and inventories. One-year, five-year, eleven-year, and twenty-year follow-ups of the same students by questionnaires constitute the longitudinal aspects of the study. The Data Bank Handbook is intended to assist researchers in deciding whether Project TALENT data are suitable for their studies and in formulating their final study plans. Information on the following is provided: (1) Project TALENT--measures used, sample, follow-up procedures, differential weighting of cases, sample sizes, special data files (Knox County saturation sample, 15-year-old sample, 4 percent sample, 1963 retest); and (2) Project TALENT Data Bank--types of services provided (printouts, work tapes, test use, contract research), follow-back studies, utilizing the data bank, cost and time estimates, analysis programs, hypothetical examples. Appendices provide the 1960 student data, school questionnaires, follow-ups, and information about Project TALENT Data Bank projects. (KM)

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THE PROJECT TALENT DATA BANK:

A HANDBOOK

AMERICAN INSTITUTES FOR RESEARCH

Palo Alto, California

April 1972

Major Project TALENT Publications

Flanagan, J. C., Dailey, J. T., Shaycoft, Marion F., Gorham, W. A., Orr, D. B., & Goldberg, I. Design for a Study of American Youth, 248 pp. Boston: Houghton Mifflin, 1962. (Available from publisher, $5.00)

Flanagan, J. C., Dailey, J. T., Shaycoft, Marion F., Orr, D. B., & Goldberg, I. Studies of the American High School. (Cooperative Research Project No. 226) Project TALENT Office, 1962. 375 pp. ($8.50)

Shaycoft, Marion F., Dailey, J. T., Orr, D. B., Neyman, C. A., Jr., & Sherman, S. E. Studies of a Complete Age Group--Age 15. (Cooperative Research Project No. 566) Project TALENT Office, 1963. 288 pp. ($8.50)

Flanagan, J. C., Davis, F. B., Dailey, J. T., Shaycoft, Marion F., Orr, D. B., Goldberg, I., & Neyman, C. A., Jr. The American High School Student. (Cooperative Research Project No. 635) Project TALENT Office, 1964. 738 pp. ($10.00)

Flanagan, J. C., Cooley, W. W., Lohnes, P. R., Schoenfeldt, L. F., Holdeman, R. W., Combs, Janet, & Becker, Susan. Project TALENT One-Year Follow-Up Studies. (Cooperative Research Project No. 2333) Project TALENT Office, 1966. 365 pp. ($5.00)

Lohnes, P. R. Measuring Adolescent Personality. (Cooperative Research Project No. 3051) Project TALENT Office, 1966. 225 pp. ($5.00)

Shaycoft, Marion F. The High School Years: Growth in Cognitive Skills. (Cooperative Research Project No. 3051) Project TALENT Office, 1967. 376 pp. ($5.00)

Cureton, E. F. A Factor Analysis of Project TALENT Tests and Four Other Test Batteries. (Cooperative Research Project No. 3051) Project TALENT Office, 1968. 79 pp. ($3.00)

Cooley, W. W. & Lohnes, P. R. Predicting Development of Young Adults. (Cooperative Research Project No. 3051) Project TALENT Office, 1968. 233 pp. ($5.00)

Kapel, D. E. Effects of Negro Density on Student Variables and the Post-High-School Adjustment of Male Negroes. (Cooperative Research Project No. 3051) Project TALENT Office, 1968. 92 pp. ($3.00)

Love, W. A., Jr. & Stewart, D. K. Interpreting Canonical Correlations: Theory and Practice. (Cooperative Research Project No. 3051) Project TALENT Office, 1968. 76 pp. ($3.00)

Flanagan, J. C., Shaycoft, Marion F., Richards, J. M., Jr., & Claudy, J. G. Five Years after High School. Project TALENT Office, 1971. 492 pp. ($10.00)
Note that there is also a separate appendix for this report. See item below.

Flanagan, J. C., Shaycoft, Marion F., Richards, J. M., Jr., & Claudy, J. G. Five Years after High School: Appendix II. Project TALENT Office, 1971. 359 pp. ($8.00)

Flanagan, J. C. & Jung, S. M. Progress in Education: A Sample Survey (1960-1970). Palo Alto, California: American Institutes for Research, 1971. 68 pp. ($2.00)

Project TALENT Specimen Set (No longer in print. See Design for a Study of American Youth.)

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THE PROJECT TALENT DATA BANK:

A HANDBOOK

Project TALENT
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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The main support for Project TALENT has come from research grants of the United States Office of Education, Department of Health, Education, and Welfare. The data bank described herein is a by-product of that research effort. The National Institutes of Health, the Office of Naval Research, and the National Science Foundation have provided additional financial assistance.

Preface

Boarding Project TALENT as pilot in the eleventh of a twenty year journey proved exciting. The five-year follow-up was just being wound up with some data, problems and studies still in need of guidance to their logical ends. The eleven-year follow-up was just getting underway.

But TALENT's Data Bank particularly drew me to the Project. I am fascinated by the design and maintenance of a living data file in common interests and trust.

The present publication invites your participation in the common endeavor now marked by 110 prior Data Bank studies as well as the numerous studies conducted by the Project TALENT staff itself. The Handbook stems from its predecessor issued in 1965. Through revision and updating in the present Handbook we trust that we have made the Data Bank more useful to many additional interested parties.

Project TALENT owes to many people its capacity to reveal anonymously the careers of its participants for the benefit of those who seek good and better ways to work occupation into life. Not the least of TALENT's indebtedness is to its 400,000 participants who first enrolled their data on its tapes and subsequently help us inscribe their life patterns along with their origins. TALENT is additionally indebted to the Office of Education, Department of Health, Education and Welfare for major support throughout its existence. However, the National Institutes of Health, the Office of Naval Research, and the National Science Foundation have provided some financial assistance as well. TALENT therefore truly celebrates the fact that citizens, government, and researchers can create and maintain a national facility for research in education and the behavioral sciences.

But an achievement such as TALENT perpetually tries the guts of people who make it work. We who have the opportunity to work in the public interest through Project TALENT gratefully acknowledge the steadfastness of interest which stems from the Project's current monitorship by Laurence G. Goebel, National Center for Educational Research and Development, U. S. Office of Education, and Justin C. Lewis, Science Education Study Group, National Science Foundation. Special acknowledgment is also made of the encouragement and support provided by Howard F. Hjelm and Susan S. Klein, National Center for Educational Research and Development, and Alice Y. Scates, Office of Program Planning and Evaluation, U. S. Office of Education.

Finally, no document springs full grown like Minerva from Jupiter's forehead. A document takes shape from the thought and work of men. Since this document takes its lineage from former TALENT publications, it has many authors, so many in fact that authorship now extends beyond exact identification. We therefore issue the Handbook as a staff document, not an individual document. However, I would be remiss if I failed to single out three people due extra credit in this document. TALENT was the brain child of John C. Flanagan. He has steadfastly remained principal architect of its design and publications ever since. In addition, TALENT has been nurtured from its inception by Marion F. Shaycoft who originally contributed much of the writing assembled in the present document. But this publication was primarily designed and brought into being by John G. Claudy who now directs the Data Bank. Claudy and I particularly invite your participation in exploiting the meaning of TALENT's data with the help of this Handbook. We await your interest and inquiries.

David V. Tiedeman
Director

Palo Alto, California
April 1972

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Introduction

The Project TALENT Data Bank was established to make the large mass of data collected by Project TALENT available to the general research community. Since its formal inception in 1964 more than 100 projects have been carried out. The Data Bank is a nonprofit service of Project TALENT and AIR.

The scope of topics studied and the institutional affiliations of the researchers have varied widely. (See Tables 1 and 2.) About half of the projects have been conducted by university faculty members or graduate students who have small research grants to support their work. Through use of the Project TALENT Data Bank, the researcher with only limited funds has access to a data base far larger and more representative than his resources could otherwise provide. In fact, a majority of the studies which have utilized the Project TALENT Data Bank would not and indeed sometimes could not have been carried out if it were not for this data resource. The Data Bank has in effect been an interdisciplinary research medium--at least in terms of the disciplines represented by its users. (See Table 3.) A complete list of Data Bank projects can be found in Appendix D.

It is the purpose of the Project TALENT Data Bank Handbook to assist the potential Data Bank researcher both in deciding whether Project TALENT data are suitable for his study and in formulating his final study plan. It is not intended that this publication take the place of contacts with Data Bank staff, but rather that it aid such contacts.

Project TALENT

Overview

Project TALENT is a large-scale, long-term educational research study which is both longitudinal and cross-sectional in its methodology and implications. It is longitudinal in that tested subjects are followed up aperiodically; it is cross-sectional in that the longitudinal data are available for four successive grade groups, 12, 11, 10, and 9. The overall goal of Project TALENT is to understand the nature and development of the talents of America's young men and young women. Within this broad context, Project TALENT has had the following specific goals:

TABLE 1

Topics Studied by Data Bank Researchers

Topics	Number of Projects*
Airline stewardesses	3
Analyses of user data	2
Athletics, effects of participation	2
Career plans and choice	10
Clergymen	2
Cognitive style	1
College differences	5
College financial plans	3
Draft system	1
Driver education and highway safety	5
Education attainment	2
Effects of socioeconomic status	4
Family and background effects	2
Family size	1
Federal aid effects	1
Geographic regions comparisons	3
Gifted students	2
High school counselors	1
Home-economics students	1
Labor force entrance	2
Marriage	1
Medical students	5
Mental patients	1
Military studies	3
Negro male adolescents	1
Project PLAN	1
Project SUCCEED evaluation	1
Research methods	4
School dropouts	2
School inputs and outputs	14
Science vs. non-science students	3
Social mobility	2
Student group comparisons	11
Suicide	1
Teachers	3
Title I of ESEA evaluation	1
Upward Bound evaluation	1
Youth behavior problems	2
TOTAL	110

*Through December 31, 1971

TABLE 2

Data Bank Projects and Institutional Affiliations of Researchers, Classified According to Kind of Institutional Control

Control of institution	No. of projects*	No. of institutions*
Governmental (Federal, state, local)	13	8
Universities	54	29
Private organizations (other)	43	19
TOTAL	110	56

TABLE 3

Research Projects Which Have Used the Talent Data Bank, Classified According to Discipline of Researcher

Discipline	No. of projects*
Communications	1
Economics	14
Education	49
Home Economics	1
Institutional Research	1
Library science	2
Medicine	3
Psychology	29
Sociology	10
TOTAL	110

*Through December 31, 1971

1. To obtain a national inventory of human resources.
2. To develop a set of standards for educational and psychological measurements.
3. To provide a comprehensive counseling guide indicating the patterns of aptitude and ability which are predictive of success and satisfaction in various careers.
4. To formulate a better understanding of how young people choose and develop in their life work.
5. To identify the educational and life experiences which better prepare students for their life work.

To achieve these goals, the initial phase of Project TALENT consisted in giving a very large and representative sample of high school students a comprehensive battery of paper-and-pencil tests and inventories. That was in 1960. It was planned that members of the sample would then be followed up periodically by questionnaires over a 20-year span. Thus Project TALENT constitutes the first large-scale, long-range longitudinal study of a representative sample of students assessed with a comprehensive set of psychological, educational, and personal measures.

The overall design of Project TALENT provided for follow-ups approximately one, five, ten, and twenty years after each of the four classes was expected to graduate from high school. The one-year and five-year follow-ups have been completed, and first phase of the now eleven year follow-up is in progress at the time of the preparation of this handbook. Table 4 shows the current follow-up surveys and schedule.

TABLE 4

Project TALENT Follow-up Surveys and Schedule

Grade When Tested in 1960	Years for Follow-up Studies			
	1-Year Follow-up	5-Year Follow-up	11-Year Follow-up	20-Year Follow-up
12	1961	1965	1971	1980
11	1962	1966	1972	1981
10	1963	1967	1973	1982
9	1964	1968	1974	1983

The Measures Used in Project TALENT

The 1960 Student Tests and Questionnaires. The Project TALENT test battery yields a wide variety of scores. (More specific descriptions of the tests and inventories and the scores and scales presently available from them appear in Appendix A.) The tests can be grouped under the following headings:

1. An information test covering knowledge acquired in and out of school (38 separate scores and 4 composites);
2. Mathematical aptitude and ability tests (3 separate scores and 3 composites);
3. An English test (5 subscores and a total score);
4. Tests of speed and accuracy in various tasks (4 tests);
5. Various other tests of specific aptitudes and abilities (10 tests).

In addition to the tests, the following three questionnaires were administered in the Project TALENT battery:

1. The Student Information Blank;
2. The Interest Inventory, 17 scales;
3. The Student Activities Inventory, 10 scales (temperament scales).

In addition to these scores a large number of *a priori* scales and composites have been developed.

One-year and five-year follow-up information has been obtained on all four grades included in the 1960 sample and is now available for analysis. These questionnaires included sections on high school education and educational plans, work experience, general information, and college. Copies of these questionnaires are included in Appendix C.

Project TALENT School Questionnaires. The General School Characteristics (GSC) Questionnaire provides information concerning the faculty (average age, years of teaching experience, degrees held, etc.), as well as the principal of the school. Questions were also asked about the type of school and school system (grades included, accreditation, estimate of pupil-teacher ratio, grading system, provision for special groups, etc.), and background of both the school and the community. Another section concerned questions on school curriculum, advancement policies (mid-year promotion and graduation policies, acceleration and retardation programs, etc.), and information about extracurricular activities in the school.

The Guidance Program (GP) Questionnaire concerns the kind of guidance facilities in the school and information about the nature of this service.

Some specific questions concerned: (1) Existence of program; (2) Personnel--number and background; (3) Facilities--space, equipment, etc.; (4) Recent changes--personnel, tests, special programs, etc.; and (5) Plans. There were also questions regarding the types of tests administered by the guidance personnel, the kinds of problems brought to the counselors, and the kinds of help offered (tests, counseling, referral, conferences with parents, etc.). Data from the General School Characteristics and Guidance Program questionnaires are on tape and available for analysis.

Project TALENT Sample

The selection of the national sample surveyed in 1960 is described in detail in Design for a Study of American Youth (Flanagan, Dailey, Shaycoft, Gorham, Orr, and Goldberg, 1962, Chapter 3). In this handbook, therefore, it will only be outlined briefly. The first step was to draw a stratified random sample of all secondary schools in the United States. Public, parochial, and private schools were included. Stratification was on the basis of category of control (i.e., public schools, parochial schools, and private schools other than parochial) and geography (region and state); and within the public school category there was further stratification on the basis of retention ratio (i.e., ratio of number of tenth-graders to number of graduates) and school size.

On the basis of technical considerations concerning sampling methodology, it was decided that the most efficient sample of a given size would be obtained by using differential sampling ratios for the different school-size strata (underestimating the smallest public schools, overestimating the largest ones, and correcting the resultant data through the use of differential school weights). Accordingly, one-twentieth of the parochial schools, private schools, and medium-sized public schools, one-thirteenth of the very large public schools (more than 400 seniors) and one-fiftieth of the very small schools (fewer than 25 seniors) were selected.

About 93 percent of the initially selected schools agreed to participate in Project TALENT. All students in grades 9-12 in these schools were in the TALENT probability sample; also ninth-graders in associated junior high schools were included in the sample. A total of 1225 schools constituted the probability sample--987 senior high schools and 238 junior high schools. Altogether between 4 and 5 percent of all secondary schools in the United States were included.

There were roughly 400,000 students in grades 9 through 12 attending the participating schools; these students were the Project TALENT probability sample.

In addition to the schools in the probability sample, other schools participated, either by invitation for the purposes of some special phase or substudy, or else at their own request. In either event, students in these supplementary schools are not part of the Project TALENT probability sample, and are excluded from those studies whose nature or purpose is such that they must be based on probability sample cases only.

Follow-up Procedures

Although somewhat different questionnaires have been used for each follow-up survey, all questionnaires have included a common core of items tapping information vital to the study of further education, jobs, and career plans. In accordance with the life stage of the young men and young women who participated in Project TALENT, the follow-up questionnaires emphasize questions about entry jobs, long-range career plans, family establishment, college, and military service. But in addition to questions on these topics, some other series of questions have been included for one or two grades but not for all four. These are questions on special topics which were judged worth investigating on a limited basis. The necessity of keeping the questionnaire short enough that it would be easy to complete imposed restrictions on how many questions, and what kind, could be included each year. Every effort was made to keep each questionnaire direct, clear, and not unduly long. The questionnaires were designed as simple factual data-collection instruments rather than as clinical tools for psychiatric probing. Therefore they could be set up to be essentially self-administering. (Copies of the regular questionnaires are included in Appendix C.)

Though there were certain minor exceptions, especially during the one-year surveys, the follow-up for a given grade usually included four mailings or "waves" of the questionnaire. For each student in a given wave the computer printed an address label from the tape of names and addresses. The four waves for each grade were spaced about one month apart, and a reminder card was sent between the first and second waves. When a completed questionnaire was returned, cards were punched containing information as to whether or not usable information had been obtained from the student. These cards were then used to control the preparation of mailing labels for subsequent waves, so that a student did not receive another questionnaire after he had completed one.

Questionnaires returned by the post office because the student had moved from the address on the mailing label also were processed. If the post office reported a new address, this change was made on the Project TALENT records and used in the next mailing wave. Questionnaires returned with no new address were coded to show the week received and the reason for the return--such as no forwarding address or addressee unknown. The names of persons who had died were, of course, removed from the mailing list.

Overall response rates to the four waves of follow-up questionnaires varied from 61.9% for 1960 twelfth-graders followed up one year after high school (1961) to 31.9% for 1960 ninth-graders followed up five years after high school (1968). In general response rates fell off slightly each year. Since between forty and sixty percent of the cases surveyed fell into the nonrespondent category, it was necessary to make a correction for any bias resulting from this nonresponse. In order to make this correction it was necessary to obtain responses from a representative sample of the nonrespondents. Therefore, special surveys were carried out for each of the follow-ups. Each of these surveys was based on a representative sample (generally about 4 percent) of all persons who had not responded after having been sent four separate copies of the questionnaire, a month apart. The method of sample selection for this nonrespondent sample was a simple one, and it guaranteed close-to maximum representativeness. The first step in the selection procedure was to arrange all nonrespondents in testing number order (on the computer tape); this automatically arranged them by geographical region, state, city, and school, and within school generally by classroom. Cases were then selected at regular intervals to give a nonrespondent sample of the desired size. For instance, if a 4 percent sample were being selected every 25th case would be chosen. Because of the order in which the cases were arranged before sample selection, the sample was automatically <u>representative</u> (not merely random) with respect to region, state, city, school, and in most cases, classroom. The nonrespondent sample is still <u>random</u> with respect to characteristics that are statistically independent of region, state, city, school, or classroom.

A special interview form, consisting of most of the items in the regular questionnaire (and, it is hoped, <u>all</u> of the ones that are crucial for most purposes) was prepared for use with the selected nonrespondent sample. Members of the special nonrespondent sample were located, and contacted directly to secure their answers to the questionnaire items. Project TALENT has a network of consultants all over the country who, in their capacity as "regional

coordinators," handled the direct follow-up of those members of the special sample of nonrespondents that are in their region; in this activity the regional coordinators, in the interest of uniformity of procedure, operated under instructions received from the central TALENT office. Each regional coordinator was sent an interview form for each member of the special nonrespondent sample believed to be in his region of the country. The task of the regional coordinators was to locate nonrespondents and collect follow-up data from those within approximately a 100-mile radius of them. Interviews were generally, but not necessarily, by telephone. A variety of procedures (listed in Table 5) were suggested to the regional coordinators for use in locating members of the special sample. Of course not all of these procedures were used for each person to be located; however, the regional coordinators did make a conscientious effort, using such procedures as seemed appropriate,to locate each nonrespondent. Even so, not all cases were located by the regional coordinator. For the unlocated ones, therefore, the names and last known addresses were sent to Retail Credit Company, who utilized their resources to locate as many as they could.

TABLE 5

Procedures Used by Regional Coordinators in Locating Nonrespondents

1.	Check local telephone directory
2.	Check with telephone company information operator
3.	Check city directories
4.	Check with parents or relatives
5.	Check with last known (or former) employers
6.	Check with former neighbors
7.	Check with school last attended
	A. Guidance counselor
	B. Teachers
	C. Alumni office
8.	Check with chairman of class reunion committee
9.	Check with former classmates still living in community
10.	Check with official at church last attended
11.	Check with Department of Motor Vehicles
12.	Check banks and/or finance companies
13.	Check with department stores
14.	Check voter registration records
15.	Check with wage tax or personal property tax bureau
16.	Check marriage license bureau records
17.	Check police department records

Because Project TALENT began with a probability sample of the entire high school population in the spring of 1960, these procedures yielded a sample of respondents and nonrespondents that can be used, through proper weighting and combining of results, to derive essentially unbiased estimates of the results for the entire grade. There may be a small amount of error resulting from the characteristics of nonrespondents who could not be located by any of our procedures. The only serious distortion that is likely to occur, however, is in the case of a category in a tabulation that contains few students, many of whom are in the special nonrespondent sample and therefore are heavily weighted.

Differential Weighting of the Cases

1960 weights. As has already been indicated in the discussion of sampling procedures, differential weights correcting for differential sampling ratios were necessary in order to obtain estimates of various population parameters.

Four sets of weights (designated Weight A, Weight B, Weight C, and Weight D) have been developed for Project TALENT, each suitable for a different purpose.

Weight A, when applied to a group of students in the regular sample, is intended to reproduce the national population represented by that group. Thus weighted means obtained by applying Weight A to all Grade 12 boys in the sample who plan to go to college should provide estimates of the corresponding means for all such boys in the entire country.

Weight A is the same for all the students in a given school. It equals the reciprocal of the sampling ratio, divided by the proportion of the invited schools in its category (on the basis of the stratification variables) that agreed to participate in Project TALENT. Thus it corrects simultaneously for differential sampling ratio and for differential acceptance rate.

Weight D is intended for use solely in analyses of the data for a special subsample of 15-year-olds (described later). For each 15-year-old in grade 9, 10, 11, or 12, Weight D is identical to Weight A. For each 15-year-old not in any of these grades, Weight D is exactly ten times as large as Weight A for the corresponding high-school cases. The multiplication by ten corrects for the fact that a 10 percent subsample was used in determining the school districts for the non-high-school cases.

Weights B and C, unlike Weights A and D, are primarily applicable to the schools themselves, rather than to the boys and girls in those schools (or resident in the corresponding school districts). When the Weight B and C

values are applied to a group of schools in the regular sample (e.g., all the public high schools in cities with populations between 5,000 and 250,000) the purpose is to get an estimate of statistics based on all such schools, whether in the regular TALENT sample or not.

Weight B, like Weight A, corrects simultaneously for differential sampling ratio and for differential acceptance rate. Weight B is identical to Weight A except for the New York City and Chicago schools, in which the sampling ratio differed for students and schools because of the fact that there was sampling of the students within the schools.

Weight C also corrects for sampling ratio, but not for differential acceptance rates. It is applicable to school questionnaire data when the responses of those few schools that declined to participate in the project are included along with the responses of the participating schools. (Virtually all the schools contacted did answer the school questionnaire.)

Follow-up weights. As was implied earlier, assignment of appropriate weights to follow-up cases is a crucial step in data analyses whose results are supposed to be accurate estimates of numbers of cases or percentage of cases in specified categories in the corresponding segment of the national population. In other words to get good normative data each case must be weighted appropriately. For many other kinds of analyses, where what is sought is relational data and the answers to questions about relationships between variables, weighting cases differentially is of far less importance and in some cases probably quite undesirable. Correlation matrices are an example of kinds of data analyses in which the use of unweighted data is generally quite satisfactory.

However, for analyses requiring differential weights, it is important to use weights that have been computed properly to give appropriate extra weight to the special sample of nonrespondents. The regular weights for use with the 1960 data when no follow-up data are being used were described above under the designation "Weight A." When these weights are applied to the 1960 data, the resultant frequencies and percentages should give a good approximation of corresponding segments of the national population. To achieve the same end when follow-up data are involved, special follow-up weights are required. For regular respondents to the mailed questionnaire, the follow-up weight is generally identical to Weight A. For cases in the special nonrespondent sample, however, it must be much larger, since each nonrespondent in the special sample represents many nonrespondents who were not selected. For instance, if 4.2 percent of the nonrespondents are selected for the special sample, the appropriate follow-up

weight for these cases is Weight A multiplied by the reciprocal of .042. Among the five-year follow-ups of special nonrespondent samples the only exception to this procedure occurs for the grade 11 five-year follow-up survey. For grade 11 a "stratified sample" was used. This was a special procedure whose purpose was to maximize the number of cases with five-year follow-up data for whom one-year follow-up data were also available. Among the nonrespondents to the regular mailed questionnaire for the grade 11 five-year follow-up, all of the ones who had been in the special sample for the one-year follow-up were selected for the five-year special sample. These were the "Stratum 1" cases, and their five-year follow-up weights were the same as Weight A. These cases were supplemented by 2.5 percent of the nonrespondents to the five-year questionnaire who had been regular respondents to the one-year questionnaire. The five-year follow-up weights for these special sample cases, therefore, were equal to Weight A multiplied by the reciprocal of .025. These were the "Stratum 2" members of the special sample.

For this grade in addition to the regular follow-up weights, special weights are available for use in studies which investigate the relationship between one-year and five-year responses to specific questions, and therefore can use only cases for which both one-year and five-year follow-up data are available. For such cases from the grade 11 sample, Stratum 1 follow-up cases have joint one-year five-year weights equal to Weight A; the Stratum 2 cases have joint weights equal to Weight A divided by the product of .025 and the sampling ratio used for the special sample in the one-year follow-up.

These special follow-up weights (1960 Weight A for regular respondents to the questionnaire and 1960 Weight A times the reciprocal of the sampling ratio for the special nonrespondent sample cases) are available for each follow-up file and are usually referred to as "one-year follow-up weights" and "five-year follow-up weights." Equivalent weights will be added to the eleven-year follow-up files as the surveys are completed. Use of these follow-up weights is of course optional and is left up to the researcher.

Weights B, C, and D are used only with 1960 data and have no follow-up counterparts.

Sample Sizes

Table 6 presents the sample sizes for the various components of the 1960, one-year follow-up, and five-year follow-up files. This table provides a com-

TABLE 6

Number of Project TALENT Cases Available

Grade	Sex	1960 Master Files			One-Year Follow-Up Files							Five-Year Follow-Up Files							
					Regular Respondents			Special Sample Respondents			Total	Regular Respondents			Special Sample Cases				Total
															Probability Cases				
		Probability Cases	Non-Probability Cases	Total Cases	Probability Cases	Non-Probability Cases	Total Regular Cases	Probability Cases	Non-Probability Cases**	Total Special Sample Respondents	One-Year Follow-up Cases	Probability Cases	Non-Probability Cases	Total Regular Cases	Respondent Cases	Non-Respondent Cases	Total Special Probability Cases	Non-Probability Respondents**	Total Special Cases	Five-Year Follow-up Cases
12	M	39692	3325	43017	23178	1237	24415	661	--	661	25076	15108	1486	16594	867	*	*	51	918	17512
	F	41483	2630	44113	27061	1207	28268	609	--	609	28877	15616	1130	16746	936	*	*	41	977	17723
	Total	81175	5955	87130	50239	2444	52683	1270	--	1270	53953	30724	2616	33340	1803	*	*	92	1895	35235
11	M	45443	3949	49392	20307	0	20307	1388	--	1388	21695	15718	1540	17258	1201	80	1281	--	1281	18539
	F	47060	2807	49867	23175	0	23175	1318	--	1318	24493	16703	1038	17741	1164	101	1265	--	1265	19006
	Total	92503	6756	99259	43482	0	43482	2706	--	2706	46188	32421	2578	34999	2365	181	2546	--	2546	37545
10	M	50654	4441	55095	20915	2256	23171	1017	79	1096	24267	15899	1720	17619	1060	286	1346	--	1346	18965
	F	49195	3206	52401	21567	1583	23150	1095	51	1146	24296	15867	1178	17045	984	324	1308	--	1308	18353
	Total	99849	7647	107496	42482	3839	46321	2112	130	2242	48563	31766	2898	34664	2044	610	2654	--	2654	37318
9	M	50133	5024	55157	21181	3	21184	1127	--	1127	22311	13202	1624	14826	798	447	1245	--	1243	16071
	F	51462	3638	55100	23637	6	23643	1018	--	1018	24661	13884	1117	15001	777	509	1286	--	1285	16287
	Total	101595	8662	110257	44818	9	44827	2145	--	2145	46972	27086	2741	29827	1575	956	2531	--	2528	32358
Grand Total		375121	29020	404142	181021	6292	187313	8233	130	8363	195676	121997	10833	132830	7787	1747	9534	92	9623	142456

*For all one-year and the 12th grade five-year follow-up surveys "special sample" non-respondents were omitted from the follow-up files.

**Non-probability cases were omitted from the "special sample" for most follow-up surveys.

piete picture of the numbers and sorts of cases currently available on the Project TALENT files.

Within each file type (1960, one-year, and five-year) there are separate sub-files for each grade and sex combination. Thus there are eight separate 1960 probability case sub-files, eight one-year follow-up sub-files, and eight five-year follow-up sub-files. As the eleven-year follow-up data become available the same sort of file organization will be maintained. All 1960 non-probability cases are maintained on a single combined file, but members of a given grade or sex can be broken out if desired. All one-year follow-up cases having usable 1960 master data are on a single file for a given grade and sex. Also, all five-year follow-up cases having usable 1960 master file data are on a single file for a given grade and sex. The corresponding one-year follow-up data are included on the five-year follow-up file when they are available. Analyses can be carried out on combinations of files, single files, or subsets of files.

Special Data Files

In addition to the regular Project TALENT files (1960 and follow-up) a number of special sample files are also available. Non-probability cases in these groups are excluded from all analyses of the "regular sample data" but are available for inclusion in special studies where appropriate.

Knox County Saturation Sample. This saturation sample consists of almost every student in virtually every school (public, private, and parochial) in Knox County and Knoxville, Tennessee, in grades 8-12. Two Knox County senior high schools had been chosen for inclusion in the regular sample. The supplementary sample includes, in addition to the grade 8 students in these two sampling units, all the rest of the grade 8-12 students in Knox County. The total size of this sample is about 16,000 cases.

15-Year-Old Sample. A sample representing all 15-year-olds in the United States was established. This sample consisted of roughly 4.5 percent of all 15-year-olds in grades 9-12 and slightly less than .5 percent of all other 15-year-olds. The grade 9-12 segment of the sample was tested as part of the regular testing. A concerted effort was made to locate all members of the other segment and test them if possible. If they were not in school, an attempt was made to determine at what point in their school careers they had dropped out, and why. A special questionnaire, the Student Information Blank Supplement, was used to elicit this information and other salient facts about

the dropouts. 15-year-olds were selected for inclusion in this sample because school attendance in most states is compulsory to age 16. It should be noted that information on the few 15-year-olds in the sample who were not in school is no longer available. Studies of a Complete Age Group--Age 15 (Shaycoft, et al., 1963) provides a more complete description of the sample.

4% Sample. In addition to the regular Project TALENT data which are available on all cases, complete item response data has been retained on a 4% sample of cases in the probability sample. This allows the development of special scales or composites at the request of the researcher. This sample consists of all cases whose six-digit test numbers end in "00," "25," "50," or "75."

1963 Retest. In order to assess changes occurring over the last three years of high school a sample of over 100 of the original Project TALENT high schools was contacted and their seniors retested in the spring of 1963. Assuming normal class progression, individuals originally tested as 9th-graders in these high schools were seniors in 1963. These seniors were retested with the original 1960 tests. The original inventories were also used except in the case of the Student Information Blank, which was considerably abridged and had other slight modifications.

The 1963 retesting was performed in one rather than two days, thus making differential testing necessary. Although each test measure was taken by many individuals, each individual took only one half of the original battery.

The High School Years: Growth in Cognitive Skills (Shaycoft, 1967) provides a complete description of this study and sample.

Project TALENT Data Bank

Types of Services Provided for Data Bank Users

Basic policy and guidelines regarding data utilization have been formulated by a panel of behavioral, social, and educational researchers. This panel serves in an advisory capacity and may be called on to develop additional policy. The utilization guidelines are administered by a local committee of scientists. Each request for utilization of TALENT data will be screened by the local committee to insure compliance with the policy guidelines.

Printouts. The standard procedure in Data Bank projects is for the analyses to be carried out by Project TALENT staff members and the researcher to be supplied with summary computer printouts from which he draws his own conclusions

and writes his own report. Prior to the start of any computer work, the researcher has specified in detail the analyses he wants run. Copies of all printouts are maintained in the project files in the event that questions or problems arise.

Work tapes. In certain limited cases work tapes containing raw data may be provided so that the researcher can carry out the desired analyses at his own institution. All such work tape requests, including a written supporting justification for the request, must be reviewed by the local Data Bank Policy Review Committee. If the request is approved the researcher must agree to a stipulation that the data are to be used solely by the researcher and his associates directly involved in the study outlined in the request and that anyone else who wishes to use the data must request and receive the permission of Project TALENT. Upon approval by the Review Committee a work tape containing only such data as are necessary for the study is prepared and sent to the researcher. However, such work tapes contain no identifying information. Names, ID numbers, school codes, and state codes are all removed before the work tape is sent.

Test use. A limited number of reusable sets of test materials were recovered after use by the schools in 1960. Under certain conditions these materials are available for use by Data Bank researchers. Such conditions fall into three general classes: (1) calibration of non-Project TALENT tests with Project TALENT tests; (2) studies which have as a major purpose the comparison of newly-collected data with Project TALENT data; and (3) studies for which there is no commercially equivalent alternative to a Project TALENT test. When tests are made available, it will be on a loan basis, with a fee to cover cost of transportation, inspection, storage, and handling. Complete specimen sets for all data-gathering instruments are available in limited quantity to properly qualified persons. With permission from Project TALENT it will be possible for Data Bank researchers to reprint test booklets and answer sheets. While Project TALENT can and will furnish test booklets and answer sheets, it cannot assume any responsibility for test scoring. Because of equipment changes, Project TALENT's answer sheets are now scorable only by hand methods. For most small scale studies this would pose no serious problem; however, it is suggested that individual answer sheet adaptations be considered before seeking to administer any Project TALENT measures.

Contract research. Upon request Project TALENT staff members will design and carry out studies on topics of interest to individuals or organizations.

Full reports will then be prepared and submitted to the requesting individual. Naturally the requester will play a role in conceptualizing the study, but he won't have to involve himself with the details. This sort of study should be of special interest to organizations which don't maintain their own research staff.

Follow-Back Studies

One of the most useful applications of the information contained in the Project TALENT Data Bank is for what are termed follow-back studies. Since the schools tested in 1960 constituted approximately a $4\frac{1}{2}\%$ probability sample of all 1960 high schools, it is fair to say that approximately 4.5 percent of all 1960 high school students are included in the sample. The follow-back method allows a researcher who has the names to obtain information on a sample of persons who would have been in high school in 1960. The list of names is provided to the TALENT staff who then search the TALENT files by name, and any other information that is available, to find matches. Any researcher-supplied information is added to the TALENT data and the analyses carried out. Once the TALENT data is merged with the researcher-supplied data it is of course not permissible to return the combined information to the researcher.

An example of such a study is one completed by a major airline. Using the follow-back procedure it was possible to locate the scores of 120 girls who participated in the 1960 testing and who later were hired and trained by the airline as stewardesses. The airline had data on 45 variables including scores from the airline's selection battery, training scores, performance ratings, and reasons for termination. The goal of the research was to use the extensive information on high school activities, interests, and test scores to obtain an understanding of the background characteristics of successful airline stewardesses.

Utilizing the Data Bank

The procedure for utilizing the Project TALENT Data Bank has several checks built in to assure that the researchers' ideas are being correctly interpreted and translated into action by the Data Bank staff. Initial contact is almost always in the form of a letter or phone call to the Director of the Data Bank (who is also a regular Project TALENT research staff member) to inquire about the availability and suitability of Project TALENT data for a possible study.

The Director of the Data Bank can usually tell the researcher immediately if the sort of data he desires is available and in what form. If potentially suitable data are available, the researcher is urged to consult the appropriate sections of published Project TALENT reports, and if necessary he is sent copies of the test booklets or other materials so he can determine for himself whether the Project TALENT data will meet his needs.

Then follows a period in which the researcher decides whether or not he wants to carry out the Data Bank project and organizes his final research plan. During this period there are usually letters, phone calls, and an occasional visit which help to answer questions about the data and about the analyses.

If the researcher determines that TALENT data are suitable for his study he is then asked to provide the Data Bank staff with a detailed description of his project including the variables he wants to use and the analyses to be carried out. Based on this information the Data Bank staff prepares cost and time estimates for the project. These are submitted to the researcher in the form of a contract letter which he and the appropriate person in his institution's accounting department are requested to sign. This contract letter has six major provisions:

1. Work is done on a cost-reimbursable basis;
2. Project TALENT will maintain work tapes for 60 days after completion of all analyses;
3. Project TALENT is to receive two copies of any reports resulting from the study;
4. Acknowledgment of Project TALENT supplied data is to be made;
5. Only the researcher and his associates are to use data provided by Project TALENT;
6. A prepayment (usually one-fourth of the estimate) must be received before work can begin.

The signed original of the contract is then returned to the Director of the Data Bank. Upon receipt of the signed contract and prepayment, a detailed set of final specifications, in the terminology used by the computer programmer, describing the variables and the analyses to be conducted is prepared and sent to the researcher for his approval. Thus the researcher has a final check on how his research plan will be executed. When the specifications have been approved, the Data Bank project is carried out and the output sent to the researcher. The entire process may take anywhere from a month or more, mostly depending on the speed of the researcher's response and the complexity of the study.

When the initial Project TALENT testing was done in 1960, assurances were given that the data collected would not be released in such a manner that the individual students, schools, school systems, cities, or states could be identified. The smallest intact units for which data that permits comparison by name may be provided are geographical regions combining several states. In the light of these assurances, the standard policy has been for Data Bank personnel to carry out the analyses, as formulated by the researcher, and provide summary computer printouts so that he can make his own interpretations and write his own reports. In certain circumstances the Data Bank may supply the researcher with raw data on cards or tape after removing all information which would allow identification of individual students, schools, school systems, cities, or states. Requests of this sort must be made in writing and accompanied by supporting justifications. Historically, an adequate justification for providing the researcher with a raw data tape has been a lack of current capability on the part of Project TALENT to carry out the required analyses. The request must then be approved by the Data Bank Policy Review Committee, which is charged with the responsibility for seeing that the assurances are not violated and that good research practice will be followed. When a raw data tape is provided, an additional provision of the Data Bank contract letter is that the data be destroyed (scratched) by the researcher upon completion of all analyses. The purpose of this provision is to avoid misuse of the data by other researchers who have had no contact with TALENT staff and are therefore unfamiliar with the special nature of Project TALENT data and the conditions under which the tape was made available to the original researcher. These other researchers, operating in good faith, and with no intention of making unauthorized use of the tape, might nevertheless do so.

Cost and Time Estimates

Almost all Data Bank projects have been carried out on a cost-reimbursable basis. In a few special cases, however, at the request of the researcher, fixed-price contracts have been arranged. Based on experience there is one distinct advantage for the researcher of a cost-reimbursable contract: he can change his plans during the course of the study. Thus the researcher is free to add new variables or specify new analyses after the contract is signed. Under a fixed-price contract virtually all changes in the research plan require a change in the contract for the study.

Without knowing the details of a project, it is virtually impossible to estimate costs since they have ranged from less than one hundred dollars to more than seven thousand dollars. The median project cost is in the vicinity of fifteen hundred dollars, though the figure for the past two years is somewhat lower. Costs are a function of a number of factors, all related to the complexity of the study. These include: the number of grades, cases, and variables involved; the amount of variable recoding and the number of tape merges necessary; and the type of analysis or analyses required. However, experience indicates that the greatest part (around 80 percent) of the cost of a Data Bank project is incurred during the data selection and preparation phases which take place prior to the actual analyses. Once the data are ready for analysis most of the work has been completed since pre-existing analysis programs are almost always used for the final steps. Thus the savings to be realized by requesting a raw data tape are at best marginal and often non-existent, especially if the time factor is taken into account.

Researchers are urged to develop their plans as carefully as they can before the study starts, since changes that are decided upon after a study is already under way can increase the cost substantially. For instance, the cost of including a single extra variable is usually negligible if it is planned for at the beginning of a study, but if this same decision were not made until the work tape had already been prepared it would add a sizable amount to the cost. Researchers are advised of this in advance, since it is our policy to cooperate fully with their efforts to keep their costs down.

Time estimates, like cost estimates, can only be prepared after details of a project are fairly definite, since the time required depends on the complexity of the project and the current Data Bank work load.

Analysis Programs

Project TALENT has developed a large number of computer programs especially well-suited for processing large numbers of variables and large numbers of data records. Programs are available for virtually all types of standard statistical analyses as well as for record sorting, merging, and recoding. Included in the library are programs for:

Canonical correlation

Cell classifications

Chi-square

Cluster analysis

Correlation for complete or missing data matrices

Cross tabulations

Discriminant analysis

Distributions

Factor analysis

Group means and standard deviations

Item analysis

Mann-Whitney U test

Matrix extraction

Multiple regression and beta weights

Partial and part correlation

Point biserial correlation

Principal components analysis

A number of programs and program libraries obtained from other sources are also available. These include:

The complete BMD series

The complete SPSS series

The complete SSP series

The SRI Regression package

A special file checking, recoding and merging program called DACON has been developed by TALENT programmers. It is especially designed for handling large files of records and variables.

Although a fairly complete statistical program library is available, occasionally analyses are desired for which programs are not available. The Project TALENT programming staff is available for developing needed programs, but the researcher will have to bear the cost of this programming time.

A potential problem with any Data Bank study is that of missing data. A great deal of information was collected on each participant in 1960 and virtually every case is missing a few data items. In correlation and related types of analyses these missing data can seriously affect the results. There are several ways that researchers handle this problem: (1) completely eliminate from the study any case with missing data on the variables of interest; (2) base the individual summary statistics on all cases for whom the variables of interest are available (e.g., use a missing data correlation program); (3) substitute the sample or population mean, median, or some other value for the missing value. The researcher also has the option, of course, of specifying some other procedure.

Hypothetical Examples

In order to provide the potential Data Bank researcher with some ideas of the sorts of projects which are feasible using Project TALENT data, the following examples have been developed.

Case A. A scholarship program wishes to know the percent of the seniors who took their test who are in each decile relative to national norms on some composite of the aptitude tests included in the TALENT battery. This study could be approved, but some of the data would have to be reported by region and not by state.

Case B. Several groups who have conducted special programs of various sorts and have accumulated good criterion data are interested in matching names to tie in 5 percent of their subjects to Project TALENT in order to obtain the Project TALENT data on this part of their sample for validation and research purposes. These research purposes will often fit in well with the Project TALENT plans for "follow-back" studies by name matching.

Case C. A government agency has expressed interest in obtaining special tabulations from Project TALENT based on those items in the Student Information Blank which deal with military service plans in relation to sociological variables.

Case D. Groups in some of the larger states are likely to be interested in the possibility of making special studies of Project TALENT data for their state, concentrating on a number of issues of particular interest to that state. Such studies would be possible if they do not lead to publication of direct state-to-state comparisons of normative data.

Case E. Another government agency has expressed a great deal of interest in data in the general area of manpower and occupational statistics.

Case F. A number of requests have been received from individuals wanting to make studies of the student themes. Some wish to study them as samples of writing as such, and others wish to study them as expressions of values or as samples of handwriting. The themes are a new experimental approach and their limitations as well as possibilities have not yet been explored. It should be remembered that they are short and very hastily written without any chance for rewrite. Eventually, the theme might be a fruitful source of data to analyze for special groups for which unusually good criterion data are available. It is planned to preserve all the themes indefinitely.

Case G. An individual wished to use the Project TALENT test intercorrelations for a dissertation. He wished to determine whether the specificity

of mental functions increased with age. He was provided with a set of intercorrelations for this purpose.

Case H. Many groups would like to use the deck of IBM cards for the Project TALENT sample of schools in part or whole as a convenient sample for the collection of new data. Since assurances were given to the schools that they would not be loaded up with extra work in the future as a result of participation in the project, they need to be protected from demands of this sort.

Case I. A number of users or developers of tests have expressed interest in calibrating their tests against the Project TALENT tests. Several studies of this sort have already been initiated. After suitable calibration, the commercial tests can be used by counselors and interpreted in light of the norms, to some extent the validities, and the research findings for the Project TALENT analogue tests. These calibration studies can be accomplished either by administering the TALENT tests and the commercial tests to new samples or by matching the records for subjects who have already had both sets of tests. For many widely used tests, this latter procedure might be adequate. In these calibration studies it will be possible to administer various combinations of Project TALENT tests and subtests. (Entire subtests or scales should be used, not just selected items). It will also be possible to have distributions obtained for weighted combinations of various Project TALENT tests which parallel other tests or test composites.

Case J. A student is planning a Ph.D. dissertation based on an investigation of dimensions of occupational preference. He also wishes to collect aptitude and ability data and relate these scores to his primary analysis. He wishes to use several of the Project TALENT tests, including the Information Test, in his study. These might be used if their use would contribute new data of material importance to achieving the objectives of Project TALENT. Validity data for important criteria and for adequate samples are most likely to fit in this category. The criteria for judging the importance of new data in achieving Project TALENT objectives must be rigidly applied. Those requesting use of tests in other than calibration projects should include full justification of the importance of the anticipated results.

Case K. A student is working on a doctoral dissertation in the area of education for the gifted at the senior high school level. He wishes to use the Disguised Words Test in his study. He would be advised to use the Carroll Modern Language Aptitude Tests instead, since this was the prototype on which the Disguised Words Test in Project TALENT was based.

These examples are intended to serve as guides only. For information concerning a specific study the interested researcher is strongly urged to consult the Director of the Data Bank prior to formulating his research plans fully.

APPENDIX A
1960 STUDENT DATA

General Information

The data collected on Project TALENT participants in 1960 can be divided into several broad categories:

1. Maximum performance measures (aptitude and achievement tests, including information tests)
2. Composites based on maximum performance measures
3. Miscellaneous tests
4. Student Activities Inventory scales
5. Interest Inventory items and scales
6. Student Information Blank items and composites

The nature and availability of the data in each of these categories will be discussed below. However, certain background information is relevant to the variables in all categories.

The code name for a variable consists of a three-digit number prefixed by a capital letter indicating the kind of score, i.e., method of calculation of the score. The capital letters used as prefixes for variable numbers have the following meanings:

R = number of Right responses

W = number of Wrong responses

A = number of items Attempted

This means the number of items to which some response is marked. Items that are deliberately omitted and items that are not reached are not included in this count.

O = number of Omitted items

K = Correction-for-chance score (estimated number Known)

P = Per-item score

P* = Standardized Per-item score

F = Other Formula score

This score is usually a function of the R and A scores, or of R and W, or of variable weights for item responses. The F scores may represent either empirical or *a priori* scoring formulas.

L = item number of Last item marked

C = Composite score

Maximum Performance Measures

Information Tests

Information Test: Part I

This test contains 252 items which are divided into 15 subscales. A total score and scores for each subscale are available. Individual item responses are not available for the items in Part I of the Information Test.

Screening (R-101). This scale contains questions which are extremely simple and are basic knowledge to all elementary school children. It was designed to help in identifying mentally retarded students, others who are functionally illiterate, and those who took the test with a flippant or apathetic attitude.

Vocabulary (R-102). This score gives some indication of the relative size of the student's general vocabulary.

Literature (R-103). The purpose of this score is to measure familiarity with the world of literature. Both prose and poetry are included. Some, but not all, of the literary works on which test items are based are required reading in many schools, and they are on recommended reading lists in other schools. However, the items are not limited to reading that is likely to have been done in school. The test's broad coverage makes it likely that a student who has acquired the habit of recreational reading will get a reasonably good score regardless of what specific books are required reading in his school.

Music (R-104). This score is intended to indicate amount of musical information, not musical talent. Those who enjoy going to concerts and opera, or listening to serious music on radio and phonograph, are as likely to get a good score as those having formal training in music.

Social Studies (R-105). This scale covers facts and concepts from the fields of history, economics, government and civics, geography, and current affairs.

Mathematics (R-106). These items are concerned with definitions, the vocabulary of mathematics, mathematical notation, other kinds of factual information, and the understanding of mathematical concepts. None of the items requires computation or reasoning or calls for solving a problem, since these abilities are covered by other tests in the battery (the Arithmetic Computation Test and the Mathematics Test).

Physical Sciences (R-107). This scale includes items about chemistry, physics, astronomy, and other physical sciences. Many of the items cover information that might readily be acquired in other ways than through formal instruction.

Biological Sciences (R-108). This scale includes items about botany, zoology, and microbiology. A few items about nature lore are included, though most of the items are concerned with more formal aspects of biological science.

Scientific Attitude Scale (R-109). These items provide a subscore which should be indicative of how the individual views the world--whether he views it as a place where there are logical cause-and-effect relationships, or whether he regards it as a place where consequences are illogical and arbitrary. In the latter category fall the modern-day equivalents of the primitive beliefs that have been called "sympathetic magic." Also in the category of illogical and arbitrary consequences are the premises of palmistry, astrology, and numerology.

Each item consists of a description of a phenomenon or an occurrence. Five explanations are presented, and the task is to select the "best" one. Only one of the five explanations is reasonable and logical. Of the other four, some involve common superstitions, magic, concepts incompatible with the scientific viewpoint, or belief in the occult. Selection of other distractors may primarily imply muddled thinking on the part of the examinee.

Aeronautics and Space (R-110). These items are on such topics as flying technique, navigation, jet planes, and space exploration. Much of the information that the student has in this area is likely to have been acquired out of school.

Electricity and Electronics (R-111). These items stress information that is acquirable through direct experience in the construction and maintenance of electrical and electronic equipment. Students who have worked on radios, hi-fi sets, or other electronic equipment, or on mechanisms with electric motors, should get good scores. Since the range of content covered is fairly broad, it seems likely that the average high school student will be able to answer many of the questions if he is at all interested in the area.

Mechanics (R-112). These items tap a wide range of information. Many of them are concerned with automobiles: others are concerned with other common machines and tools with which people who are interested in mechanical activities are likely to be familiar. The emphasis is on information that is likely to be acquired through direct experience with tools, engines, and motors. The

scores should also be influenced by the amount of experience and training in mechanics the student has had.

Farming (R-113). These items are intended to give some representation to the information that children who grow up on farms or ranches are likely to acquire. The items might give some advantage to those who have an interest in rural life.

Home Economics (R-114). These items test information on cooking, sewing, caring for babies, cleaning, and other activities of a domestic nature. Students who have engaged in such activities, whether as a chore, or part-time job (e.g., babysitting), or just because they enjoy them, as well as students who have had formal instruction in home economics, should have an advantage on these items.

Sports (R-115). These items are intended to measure general familiarity with a wide range of sports and sports terms. Knowledge of specific sports figures is not required.

Information Test: Part I Total (R-190). The 15 scales described above are combined to give a Part I total score.

Information Test: Part II

This test consists of an additional 143 items which can be divided into 23 subscales mainly testing information acquired out of school. These subscales are numbered R-131 through R-152, and R-162. Scale R-162 partially overlaps some of the other scales. See Table 7 for the scale names. Part II Total score is R-192. Individual item response data are available for Part II of the Information Test and a set of correction-for-chance scores, K-131 to K-152, K-162, and K-192 can be calculated from these items. The K scores are not currently available on the data files.

Information Test: Parts I and II Combined

Total Vocabulary (R-172). Vocabulary scales from Part I and Part II are combined to yield an overall vocabulary score.

Information Test Total (R-100). The total score, which represents breadth of general information, is based on the 395 items in Part I and Part II. Total score on an information test may be regarded as one very good indicator of general ability to learn, something called "intelligence," at least in the case of students whose cultural and educational backgrounds have been normal. However,

students from extremely deprived backgrounds, who have not had average opportunities to acquire a broad range of information, will probably have more general ability than is indicated by their score on this test.

Language Aptitude and Ability Tests

Memory for Sentences (R-211)

This score indicates one kind of memory--the ability to memorize simple descriptive statements and recall a missing word when the rest of the sentence is provided sometime later. It is important to recognize that only one very specific kind of memory is tested, and to avoid assuming that the score indicates how well the student can do in all kinds of memory tasks.

Memory for Words (R-212)

The purpose of this test is to measure another kind of rote memory--the ability to memorize foreign words corresponding to common English words. This ability is obviously directly relevant to the learning of a foreign language. It is also presumably related to the ability to learn many other kinds of material.

Disguised Words (R-220)

This test is designed to measure the ability to form connections between letters and sounds. This is believed to be related to the ability to puzzle out from context and appearance the meaning of a word which is probably reminiscent of a familiar English word. This ability is probably one aspect of aptitude for learning shorthand or a foreign language.

English Test

The purpose of this test is to measure ability to express oneself adequately in English. A total score and five separate subscores are reported: spelling, capitalization, punctuation, English usage, and effective expression. The test is primarily concerned with written English, but presumably some generalization to spoken English on the basis of the English Usage and Effective Expression subscores is justifiable.

Spelling (R-231). This score is intended to indicate ability to spell--not size of vocabulary. Students who do not have especially large vocabularies

but who are able to spell most of the words they have encountered should get good scores.

Capitalization (R-232). This score indicates degree of mastery of the rules of capitalization.

Punctuation (R-223). The purpose of this test is to measure knowledge of the appropriate use of all standard punctuation marks. Considerable emphasis is placed on whether the student has mastered the concept of what constitutes a sentence.

English Usage (R-234). This score measures knowledge of preferred usage.

Effective Expression (R-235). This score is intended to measure recognition of good prose expression--in other words, recognition of whether an idea has been expressed clearly, concisely, and smoothly.

English Total (R-230). This score is the sum of the five subscores described above. It indicates overall achievement in various aspects of English expression which can be measured by objective test items.

Word Functions in Sentences (R-240)

This test is intended to measure the student's sensitivity to grammatical structure. The fact that the terminology of grammar is not used at all in the test helps reduce the effects of formal training to a minimum. To score well, one must understand something about structure of a sentence and recognize the function of each word or phrase in the sentence. This ability is probably also related to the ability to learn the formal rules of English grammar. The test was made difficult deliberately, since there is reason to believe that a hard test would predict ability to learn foreign languages better than an easier one.

Reading Comprehension (R-250)

The purpose of this test is to measure the ability to comprehend written materials. The ability measured is the ability to read with comprehension, rather than mere ability to mouth or recognize the printed word without understanding the fact, idea, or concept that the writer is attempting to convey. The test includes passages on a wide range of topics. The student reads the passage and then answers a number of questions about it, referring back to the passage as often as he likes. None of the items is answerable without reading the passage. The ability measured by this test is a good predictor of school

success in an academic or liberal arts curriculum. In the unusual situation where a student scores low on the reading comprehension test, but obtains good scores on other types of intellectual tests, he may have a specific reading disability that can be corrected by special remedial training.

Complex Intellectual Aptitude Tests

Creativity (R-260)

The purpose of this test is to measure the ability to find ingenious solutions to a variety of practical problems. High scores on this test should be interpreted as indicating inventiveness or creative ingenuity.

Mechanical Reasoning (R-270)

The purpose of this test is to measure the ability to visualize the effects of the operation of everyday physical forces (such as gravitation) and basic kinds of mechanisms (for instance gears, pulleys, wheels, springs, levers). A kind of reasoning which is related to mechanical aptitude is involved. Although all of the items can be answered without experience in woodworking or other crafts, or in working with motors, past training and experience must nevertheless be borne in mind in interpreting the results.

Abstract Reasoning (R-290)

This is a non-verbal test to measure one kind of abstract reasoning ability--the ability to determine a logical relationship or progression among the elements of a complex pattern, and to apply this relationship to identify an element that belongs in a specified position in the pattern. Some youngsters who have had little schooling or who have had serious cultural or environmental handicaps which result in low scores in vocabulary and reading comprehension may make a high score on the abstract reasoning test, indicating greater potential for academic work than has been developed. Among typical students, who have had a normal environmental background, the abstract reasoning score should be considered just another element in the general domain of intellectual ability.

Visualization Tests

The general purpose of these tests is to measure spatial visualization. The two tests are described briefly below.

Visualization in Two Dimensions (R-281)

This test measures the ability to visualize how diagrams would look after being turned around on a flat surface, in contrast with the way they would look after being turned over.

Visualization in Three Dimensions (R-282)

This test measures the ability to visualize how a figure would look after manipulation in three-dimensional space (more specifically, how a two-dimensional figure would look after it had been folded to make a three-dimensional figure).

Mathematics Test

The Mathematics Test has three parts. It yields six scores (three part scores and three composite scores), discussed below.

Mathematics Part I (Arithmetic Reasoning) (R-311)

This test is designed to measure the ability to do the kind of reasoning required to solve arithmetic problems. Computation, except at the very simplest level, is excluded from the test.

Mathematics Part II (Introductory High School Math) (R-312)

The purpose of this subtest is to measure achievement in all kinds of mathematics generally taught up to and including 9th grade, with the exception of the areas covered in the Arithmetic Computation Test and in Mathematics Part I (Arithmetic Reasoning). The primary emphasis of this test is on elementary algebra; other topics include fractions, decimals, percents, square roots, intuitive geometry, and elementary measurement formulas. While the topics covered are taught in Grade 9 or earlier in most schools, curricula differ considerably in regard to grade placement of various topics.

Mathematics I + II (R-320)

This score is the sum of the two tests described above. It should be indicative of aptitude for further work in mathematics.

Mathematics Part III (Advanced High School Math) (R-333)

This subtest covers topics normally taught in Grades 10-12 in college-preparatory courses. The items are intended primarily to test understanding and application of basic concepts and methods, not rote memory. A wide range of subjects is included: plane geometry, solid geometry, algebra, trigonometry, elements of analytic geometry, and introductory calculus. It should be noted that some of these subjects are not offered in most high schools. However, students who have taken college preparatory mathematics beyond the Grade 9 level, and have really understood it, should be able to score well.

Mathematics II + III (R-334)

This is a measure of high school math achievement.

Mathematics Total (I + II + III) (R-340)

This is the total mathematics score. It is a comprehensive measure of achievement in mathematics.

Clerical and Perceptual Aptitudes Tests

Arithmetic Computation (A-410, R-410, F-410)

The purpose of this test is to measure speed and accuracy of computation. The test is limited to the four basic operations (addition, subtraction, multiplication, and division), and to whole numbers. The aptitude measured is an important one. However, a student does not necessarily need an outstandingly good score on this test in order to do well in mathematics in high school and college. The scoring formula is F-410 = R - 3W = 4R - 3A.

Table Reading (A-420, R-420, F-420)

The purpose of this test is to measure speed and accuracy in a non-computational clerical task, involving obtaining information from tables. This kind of clerical aptitude is somewhat more complex than that measured by the Clerical Checking Test described below. The scoring formula is F-420 = R - W = 2R - A.

Clerical Checking (A-430, R-430, F-430)

This test is designed to measure speed and accuracy of perception in a very simple clerical task. The test involves comparing pairs of names to determine whether they are identical. The scoring formula is F-430 = R - 3W = 4R - 3A.

Object Inspection (A-440, R-440, F-440)

The purpose of this test is to measure speed and accuracy in perception of form. More specifically, the test is intended to measure the ability to spot differences in small objects quickly and accurately when comparing them visually. The scoring formula is F-440 = R - W = 2R - A.

Composites Based on Maximum Performance Measures

In addition to the individual information, aptitude, and ability tests described above (and summarized in Table 7), a number of a priori composite variables are available. These are described in Table 8.

Miscellaneous Tests

Preference Test (A-500)

One purpose of this test--frankly an experimental one--is to measure the speed with which a person can reach at least one kind of decision.

The test, with a time limit of three minutes, contains 166 items, each consisting of a pair of adjectives describing a person. The student is required to select the adjective from each pair that he would prefer to have applicable to his friends. The two characteristics are intended to be about equal in social acceptability.

In considering the results derived from this test, bear in mind that the test was still in the experimental stage of development when given. We must remember, too, that only one limited kind of decision-making is being tested. This trait may, or may not, be important. It is hypothesized that the test locates the individual on a continuum that has "snap judgments" at one end and "indecision" at the other.

TABLE 7

Summary

Maximum Performance Measures

Variable # Code: Kind of score	3 digit #		Options per item	No. of items	No. of minutes working time*	No. of scales ***
				(395)	(125)	(43)
		Part I	5	(252)	90	(16)
		Subscales				(15)
R	101	1. Screening		12		1
R	102	2. Vocabulary		21		1
R	103	3. Literature		24		1
R	104	4. Music		13		1
R	105	5. Social studies		24		1
R	106	6. Mathematics		23		1
R	107	7. Physical science		18		1
R	108	8. Biological science		11		1
R	109	9. Scientific attitude		10		1
R	110	10. Aeronautics and space		10		1
R	111	11. Electricity and electronics		20		1
R	112	12. Mechanics		19		1
		a. Tools and construction**		(10)		
		b. Motors and mechanisms**		(9)		
R	113	13. Farming		12		1
R	114	14. Home economics		21		1
		a. Cooking**		(11)		
		b. Other**		(10)		
R	115	15. Sports		14		1
R	190	Part I Total		(252)		1
		Part II	5	(143)	35	(25)
		Subscales				(22)
R,K	131	1. Art		12		1
R,K	132	2. Law		9		1
R,K	133	3. Health		9		1
R,K	134	4. Engineering		6		1
R,K	135	5. Architecture		6		1
R,K	136	6. Journalism		3		1
R,K	137	7. Foreign travel		5		1
R,K	138	8. Military		7		1
R,K	139	9. Accounting, business, sales		10		1
R,K	140	10. Practical knowledge		4		1
R,K	141	11. Clerical		3		1
R,K	142	12. Bible		15		1
R,K	143	13. Colors		3		1
R,K	144	14. Etiquette		2		1
R,K	145	15. Hunting		5		1
R,K	146	16. Fishing		5		1
R,K	147	17. Outdoor activities (other)		9		1
R,K	148	18. Photography		3		1
R,K	149	19. Games (sedentary)		5		1
R,K	150	20. Theater and ballet		8		1
R,K		a. Theater**		(6)		-
R,K		b. Ballet**		(2)		-
R,K	151	21. Foods		4		1
R,K	152	22. Miscellaneous		10		1
		Overlapping subscale				-
R,K	162	Vocab. (overlapping other scales)		(9)		-
R,K	163	Outdoor activities (Hunting + Fishing + other)		(19)		1
R,K,L	192	Part II Total (inc. 10 misc. items)		(143)		1
		Parts I + II combined		(395)	(125)	(41)
R	172	Vocabulary scale (Variables 102 + 162)		(30)		1
R	100	Grand Total		(395)		1

TABLE 7 (continued)

Variable # Code: Kind of score	3 digit #		Options per item	No. of items	No. of minutes working time*	No. of scales***
R	211	Memory for sentences				
		Study	-	(40 sentences)	6	-
		Test	5	16	10	1
R	212	Memory for words				
		Study	-	(24 words)	2	-
		Practice	-	(24)	2	-
		Test	5	24	4	1
R	220	Disguised words	5	30	3	1
		English		(113)	52	(6)
R	231	1. Spelling	5	16		1
R	232	2. Capitalization	2	33		1
R	233	3. Punctuation				
		a. Punctuation marks**	3-5	(16)		
		b. Sentence structure**	3	(11)		
R		Punctuation Total		27		1
R	234	4. English usage	3-5	25		1
R	235	5. Effective expression	3-5	12		1
R	230	Total		(113)		1
R	240	Word functions in sentences				
		Directions	-	-	$2\frac{1}{2}$	
		Test	5	24	15	1
R	250	Reading comprehension	5	48	30	1
R	260	Creativity	5	20	20	1
R	270	Mechanical reasoning	3-5	20	11	1
R	281	Visualization in 2 dimensions	5	24	4	1
R	282	Visualization in 3 dimensions	5	16	9	1
R	290	Abstract reasoning	5	15	11	1
		Mathematics		(54)	50	(6)
R	311	Part I. Arithmetic reasoning	4-5	16		1
R	312	Part II. Introductory h.s. math	5	24		1
R	320	Subtotal (Parts I + II)		(40)		1
R	333	Part III. Advanced h.s. math	5	14		1
R	334	H.S. Subtotal (Parts II + III)		(38)		1
R	340	Total (Parts I + II + III)		(54)		1
R,A,F	410	Arithmetic computation	5	72	9	1
R,A,F	420	Table reading	5	72	3	1
R,A,F	430	Clerical checking	2	74	3	1
R,A,F	440	Object inspection	5	40	3	1

*Does not include the time used for giving directions except where otherwise indicated. (The exceptions occur where comprehension of directions is considered an integral part of the testing time allowance.)

**In the regular TALENT testing (1960), scores on this variable are available for the "4% Sample."

***The term "scale," as used in this table, means set of items. The numbers appearing in the "No. of Scales" column represent the number of scales, including composites, for which scores are available routinely for the Project TALENT cases in general.

TABLE 8

Composites Based on Maximum Performance Measures

Code for Composite	Composite	Components	Max. Raw Score	Raw Score Weight (k)	Relative Effective Weight (For Gr. 12)*
C-001	IQ Composite	R-250 Reading Comp.	48	3	.51
		R-290 Abstract Reasoning	15	5	.25
		R-311 Math I	16	4	.24
		C-001 Total	283		1.00
C-002	Gen. Academic Aptitude Composite	R-106 Math Info	23	2	.08
		R-172 Vocab. I + II	30	1	.04
		R-230 English Total	113	3	.28
		R-250 Reading Comp.	48	3	.20
		R-260 Creativity	20	2	.06
		R-290 Abstract Reasoning	15	2	.04
		R-311 Math I	16	-	.12
		R-312 Math II	24	-	.18
		R-320 Math I + II	40	5	-
		C-002 Total	829		1.00
C-003	Verbal Composite	R-103 Literature Info	24	1	.09
		R-172 Vocab. I + II	30	1	.33
		R-230 English Total	113	1	.57
		C-003 Total	167		1.00
C-004	Quantitative Aptitude Composite**	R-106 Math Info	23	2	.21
		R-311 Math I	16	3	.20
		R-312 Math II	24	4	.39
		R-333 Math III	14	4	.20
		C-004 Total	246		1.00
C'004	Math Composite**	R-106 Math Info	23	1	.27
		R-311 Math I	16	1	.24
		R-312 Math II	24	2	.24
		R-333 Math III	14	4	.25
		C'004 Total	198		1.00
C-005	Technical Aptitude Composite***	R-107 Physical Sci. Info	18	1	.20
		R-108 Biological Sci. Info	11	1	.11
		R-110 Aero. Space Info	10	1	.11
		R-111 Elec. Info	20	1	.20
		R-112 Mech. Info	19	1	.18
		R-270 Mechanical Reasoning	20	1	.20
		C-005 Total	98		1.00
C'005	Technical Info. Composite***	R-107 Phys. Sci. Info	18	1	.29
		R-110 Aerospace Info	10	1	.16
		R-111 Elec. Info	20	1	.29
		R-112 Mech. Info	19	1	.26
		C'005 Total	67		1.00
C-006	Scientific Aptitude Composite	C-001 IQ Composite	283	1	.25
		C-004 Quant. Composite	246	1	.24
		C-005 Technical Composite	98	3	.27
		R-260 Creativity	20	12	.24
		C-006 Total	1063		1.00
C-007	High School Academic Achievement Composite	R-103 Literature Info	24	3	.15
		R-105 Social Studies Info	24	2	.11
		R-106 Math Info	23	2	.13
		R-107 Physical Sci. Info	18	3	.14
		R-108 Biological Sci. Info	11	4	.10
		R-230 English Total	113	1	.14
		R-312 Math II	24	2	.11
		R-333 Math III	14	4	.12
		C-007 Total	431		1.00
C-008	Academic Achievement (curriculum-linked)	C-007 HS Acad. Ach. Com	431	1	.64
		R-250 Reading Comp	48	2	.17
		R-311 Math I	16	6	.19
		C-008 Total	671		1.00
C-009	Foreign Language Aptitude Composite	R-212 Memory for Words	24	2	.18
		R-220 Disguised Words	30	2	.23
		R-230 English Total	113	1	.23
		R-240 Word Func. in Sent.	24	2	.19
		R-250 Reading Comp.	48	1	.17
		C-009 Total	317		1.00
C-010	Technical Composite (non-academic)	R-110 Aero. Space Info	10	5	.16
		R-111 Elec. Info	20	3	.18
		R-112 Mech. Info	19	3	.16
		R-270 Mechanical Reasoning	20	4	.24
		R-281 Vis. in 2 Dimensions	24	1	.08
		R-282 Vis. in 3 Dimensions	16	4	.18
		C-010 Total	335		1.00
C-011	Composite T	R-110 Aero. Space Info	10	1	.16
		R-111 Elec. Info	20	1	.29
		R-112 Mech. Info	19	1	.26
		R-270 Mechanical Reasoning	20	1	.29
		C-011 Total	69		1.00
C-012	Composite S	C-004 Quant. Composite	246	1	.47
		C-005 Technical Composite	98	3	.53
		C-012 Total	540		1.00

*Proportional to $k\sigma$ where σ is the standard deviation for a 10% subsample of 12th graders and k is the raw score weight. The standard deviations are in The American High School Student (Flanagan et al., 1964, Table 3-1).

**Compare C'004 (Math Composite) and C-004 (Quantitative Aptitude Composite).

***Compare C'005 (Technical Information Composite) and C-005 (Technical Aptitude Composite).

Themes

Two five-minute themes were included in the test battery: My views about an ideal occupation; What high school means to me. These themes were included for three reasons:

1. They can provide some insight into the student's values, attitudes, personality, motivations, and plans.
2. They provide a sample of the ability of the student to write coherent and correct English, free of mechanical errors (spelling, punctuation, grammar, etc.), well expressed, and logically organized. It is fully recognized, however, that themes as brief as these, for which only five minutes were allowed, provided an inadequate basis for evaluating the student's ability to produce a well-organized composition.
3. They provide samples of the student's handwriting.

(Because of their qualitative nature these themes are not available for computer analyses.)

Student Activities Inventory (SAI)

This inventory consists of 150 self-descriptive terms dealing with aspects of the student's personality. One purpose of including a personality inventory in the Project TALENT battery was to gather information about how personality differences help to account for differences in the accomplishments of equally talented people. No attempt has been made to diagnose or measure severe personality disorders. On the contrary, the inventory was intended for normal individuals in an effort to provide information about the way people use their talents and abilities. Another purpose was to obtain information about the employability of individuals with low academic aptitude. There is evidence to suggest that the employability of such individuals depends to a considerable extent on their personality traits. Jobs that do not demand a high level of academic aptitude nonetheless often require their holders to be mature, self-controlled, vigorous, etc.

Previous work in personality measurement plus careful theoretical analysis provided a foundation for defining a number of narrow, but relatively homogeneous, aspects of the behavior of high school students. These were not designed to cover all of the activities of high school students but merely to sample these activities. Each trait was defined by grouping adjectives that describe similar types of behavior. For example, a trait such as impulsiveness is typified by "hasty," "impulsive," "rash," etc.

Item statements were usually derived from such adjectives; the adjective "calm" might lead to the statements, "I am usually calm," "I rarely lose my temper," or "I get easily upset." A group of such statements formed the basis for measuring each trait. The students responded to the item statements in accord with the following directions:

"Regarding the things I do and the way I do them, this statement describes me

A. extremely well.

B. quite well.

C. fairly well.

D. slightly.

E. not very well."

The SAI items have been grouped into the 13 scales given in Table 9.

TABLE 9

Student Activities Inventory Scales

Scale Code	No. of Items	Scale Name
R-601	12	Sociability
R-602	9	Social Sensitivity
R-603	9	Impulsiveness
R-604	7	Vigor
R-605	9	Calmness
R-606	11	Tidiness
R-607	10	Culture
R-608	5	Leadership
R-609	12	Self-Confidence
R-610	24	Mature Personality
R-611	4	Conventionality
R-612	8	Theoreticality
R-613	6	Group Centeredness

Individual scale scores on scales R-601 to R-610 are available on all Project TALENT participants; however, scales R-611 to R-613 were experimental and are not available except on the 4% sample. With the exception of cases in the 4% sample, individual item responses to SAI items are <u>not</u> available.

Reproduced in Table 10 are the actual SAI items. The "+" or "-" found in the column headed "scored" indicates how this item was combined with the others in each scale to determine the scale score. When the item is marked "+" it is scored as a +1 when either option A or B is chosen; 0 when option C, D, or E is chosen. When the item is marked "-" it is scored as a +1 when either option D or E is chosen, and 0 when option A, B, or C is chosen. Items not marked either "+" or "-" are not included in any of the 13 scales.

Scores on a scale are found by summing the scores on the items included in that scale. Thus scores range from zero to a value equal to the number of items in the scale.

Interest Inventory

As a part of Project TALENT, an inventory was developed for the purposes of surveying the interests of high school youth and of obtaining data for research on subsequent educational and vocational choices. The Interest Inventory is made up of 205 items dealing with 122 occupations and 83 activities. The directions emphasized that the student should respond in terms of how well he would like or dislike the work or activity disregarding educational requirements, salary, social standing, or other factors. The item format is a five-point rating scale on which the student indicated:

A. I would like this very much.
B. I would like this fairly well.
C. Indifferent or don't know much about it.
D. I would dislike this a little.
E. I would dislike this very much.

In addition to the individual item responses which are available for all Interest Inventory items, two sets of 17 a priori composite scales have been developed. These scales, designated F*701 to F*717 and P-701 to P-717, are designed to measure interest in the 17 broad occupational areas given in Table 11.

TABLE 10

Scoring Pattern for Project TALENT Student Activities Inventory

Item No.	Scale	Scored	Item
1.	R608	+	I am the leader in my group.
2.	R609	+	I am confident.
3.	R606	+	I am never sloppy in my personal appearance.
4.	R610	+	I make good use of all my time.
5.	R610	-	I never seem to get things done on time.
6.			I talk a lot.
7.	R611	+	I am a strong believer in customs and traditions.
8.	R601	-	I like to spend a good deal of time by myself.
9.	R610	+	I work fast and get a lot done.
10.	R608	+	I am influential.
11.	R610	+	When I say I'll do something I get it done.
12.	R604	+	I can work or play outdoors for hours without getting tired.
13.	R601	+	I'd rather be with a group of friends than at home by myself.
14.	R602	-	I like to tease people.
15.	R607	+	I enjoy beautiful things.
16.	R612	+	I work better with ideas than things.
17.			I believe that most things work out for the best in the end.
18.			I get along well with most people.
19.	R605	-	I often lose my temper.
20.	R606	+	I have a definite place for all of my things.
21.	R609	+	I'd enjoy speaking to a club group on a subject I know well.
22.	R607	+	I feel that good manners are very necessary for everyone.
23.	R603	+	I like to do things on the spur of the moment.
24.	R610	+	It bothers me to leave a task half done.
25.	R613	+	I do what the group decides to do even if I don't particularly like it.
26.	R608	+	I have held a lot of elected offices.
27.	R609	-	Being around strangers makes me ill-at-ease.
28.	R606	+	Before I start a task, I spend some time getting it organized.
29.	R610	+	I can turn out a lot more work than average.
30.	R610	+	I am hard-working.
31.	R601	-	People consider me the quiet type.
32.	R611	-	People consider me an individualist.
33.	R601	+	People seem to think I make new friends more quickly than most people do.
34.	R610	+	People consider me an efficient worker.
35.			My teachers say I'm "bossy."
36.	R610	+	I do my job, even when I don't like it.
37.	R604	+	I am a fast walker.
38.	R601	+	I couldn't get along without having people around me most of the time.
39.	R602	+	I never hurt another person's feelings if I can avoid it.
40.	R607	+	I think culture is more important than wealth.
41.	R612	+	Philosophy interests me.
42.			I can't find much to be a cheerful about these days.
43.			I get along very well with my teachers.
44.	R605	+	I can usually keep my wits about me even in difficult situations.
45.	R606	+	It bothers me to be with someone who dresses carelessly.
46.	R609	-	I'm troubled by people making fun of me.
47.			I know what is socially proper.
48.	R603	+	I usually act on the first plan that comes to mind.
49.	R610	-	I find it hard to keep working toward long-range goals.
50.	R613	+	I'd give up my place on a team if that would insure that the team would win.
51.	R608	+	People naturally follow my lead.
52.	R609	-	People seem to think my feelings are hurt too easily.
53.	R606	+	I like to do things systematically.
54.	R610	+	I am productive.
55.	R610	+	As soon as I finish one project or assignment, I always have something else I want to begin.
56.			I am talkative.
57.	R611	+	People say I tend to do things in the traditional way.
58.	R609	+	I am usually at ease.
59.	R602	+	I seem to know how other people will feel about things.
60.			I am a forceful person.
61.	R610	-	I never volunteer for a tough job.
62.	R604	+	I am full of pep and energy.
63.	R601	+	I enjoy getting to know people.
64.	R602	+	I sympathize with my friends and encourage them when they have problems.
65.	R607	+	I enjoy cultural things.
66.	R612	-	I'd rather build things than develop theories.
67.			I am an optimist about most things.
68.			I like to help people get things done.
69.	R605	-	People seem to think I get angry easily.
70.	R606	-	My work suffers from lack of neatness.
71.	R609	-	People seem to think I am easily discouraged when criticized.

TABLE 10 (continued)

Item No.	Scale	Scored	Item
72.			I know the right thing to wear for social occasions.
73.	R603	+	I feel that I'm impulsive.
74.	R610	+	I think that if something is worth starting it's worth finishing.
75.	R613	+	I enjoy helping my group get ahead.
76.	R610	+	I do things the best I know how, even if no one checks up on me.
77.	R604	+	People seem to think I lead a vigorous life.
78.	R601	+	I like to be with people most of the time.
79.	R602	+	People consider me a sympathetic listener.
80.	R607	+	I am a cultured person.
81.	R612	+	I spend a lot of time thinking.
82.			Most of the time I'm in a light-hearted mood.
83.			I go out of my way to help my friends.
84.	R605	+	People seem to think I have good self-control.
85.	R606	+	People consider me very careful about my personal appearance.
86.	R609	-	I am often self-conscious.
87.	R607	+	People seem to think that I have good taste.
88.	R603	+	People seem to think I sometimes make decisions too quickly.
89.	R610	-	I lose interest in most projects before I get them done.
90.	R613	-	If I don't agree with the group's decision, I go my own way.
91.	R610	+	People seem to think they can count on me.
92.	R604	+	I am active.
93.	R601	+	I go out of my way to be with friends.
94.	R602	+	People consider me very tactful in dealing with other people.
95.	R607	+	I take part in the cultural activities in my community.
96.	R612	+	I'd rather read a book than go to a party.
97.			I tend to look on the bright side of things.
98.			People seem to think I work well with others.
99.	R605	+	People consider me level-headed.
100.	R606	+	I am tidy.
101.	R609	-	People consider me shy.
102.			People consider me courteous and polite.
103.	R603	+	I am impulsive.
104.	R610	+	People consider me persistent.
105.	R613	+	I take great pride in the accomplishments of my group.
106.	R610	+	I am dependable.
107.	R604	+	I am vigorous.
108.	R601	-	I prefer reading a good book to going out with friends.
109.	R602	+	I am sympathetic.
110.	R607	+	I tend to have good taste.
111.	R612	+	People say that I tend to be a "thinker" rather than a "doer."
112.	R601	+	People consider me good-natured.
113.			I am cooperative.
114.	R605	+	I am even-tempered.
115.	R606	+	I am neat.
116.	R609	-	I am sensitive.
117.	R607	+	I am refined.
118.	R603	-	I don't believe in rushing into things.
119.	R610	-	People have criticized me for leaving things undone.
120.	R613	+	I am a team-player.
121.	R610	+	I am conscientious.
122.	R604	+	I am energetic.
123.	R601	+	People consider me sociable.
124.	R602	+	I am considerate.
125.			I get enthusiastic over the things I do.
126.	R612	+	I tend to be theoretical.
127.			I am happy.
128.			People consider me helpful.
129.	R605	+	I am calm.
130.	R606	+	I am orderly.
131.	R609	-	I am often worried.
132.	R607	-	I am sometimes crude.
133.	R603	-	I am cautious.
134.	R610	+	I am persistent.
135			I am quiet.
136.	R610	+	I am reliable.
137.	R608	+	I like to make decisions.
138.	R601	+	I am friendly.
139.	R602	+	People consider me understanding.
140.			I get eager and enthusiastic about each new project I start.
141.	R612	+	I am imaginative.
142.			I am cheerful.
143.	R605	+	I am stable.
144.	R605	+	I am usually self-controlled.
145.	R606	-	I tend to be untidy.
146.	R609	+	People seem to think I usually do a good job on whatever I'm doing.
147.	R603	+	When I have a problem, I make up my mind and don't worry about it.
148.	R603	-	It takes me quite a while to come to a decision.
149.	R610	+	People consider me determined.
150.	R611	+	Most of my opinions and beliefs are in line with those of everyone else.

TABLE 11

Interest Inventory Scales

Scale Codes	No. of Items	Scale Name
F*701, P-701	16	Physical science, engineering, math
F*702, P-702	8	Biological science and medicine
F*703, P-703	11	Public service
F*704, P-704	16	Literary-linguistic
F*705, P-705	12	Social service
F*706, P-706	7	Artistic
F*707, P-707	5	Musical
F*708, P-708	8	Sports
F*709, P-709	3	Hunting and fishing
F*710, P-710	14	Business management
F*711, P-711	6	Sales
F*712, P-712	10	Computation
F*713, P-713	7	Office work
F*714, P-714	15	Mechanical-technical
F*715, P-715	18	Skilled trades
F*716, P-716	7	Farming
F*717, P-717	10	Labor

The P scores are recommended for most purposes. In these two Interest Inventory scoring systems each item is scored as follows:

Response	Option	Item Score (w) F*701 Through F*717	Item Score (w) P-701 Through P-717	Weight for Answering Item (w')
A	Like very much	4	40	1
B	Like fairly well	3	30	1
C	Indifferent or don't know	2	20	1
D	Dislike a little	1	10	1
E	Dislike very much	0	0	1
Omit		2	0	0
Scoring formula		Σw	$\frac{\Sigma w}{\Sigma w'}$	

If an individual omits all items contributing to a given scale ($\Sigma w' = 0$) the corresponding P score is indeterminate and is therefore represented on the data tape by a blank.

Reproduced in Table 12 are the 205 items included in the Interest Inventory.

TABLE 12

Project TALENT Interest Inventory

Item No.	P or F* Scale	Item
1.	712	Bookkeeper
2.	712	Bank teller
3.	702	Surgeon
4.	701	Chemist
5.	701	Civil engineer
6.	702	Dentist
7.	714	Toolmaker
8.	714	Automobile mechanic
9.	715	Butcher
10.	715	Tailor or dressmaker
11.	715	Dietitian
12.	717	Cab driver
13.	717	Longshoreman
14.	710	Foreman
15.	#	Army officer
16.	710	College president
17.	711	Insurance agent
18.	711	Stock salesman
19.	704	Foreign correspondent
20.	704	Editor
21.	707	Musician
22.	#	Aviator
23.	716	Rancher
24.	#	Air line hostess or steward
25.	705	Social worker
26.	712	Statistician
27.	701	Astronomer
28.	701	Research scientist
29.	713	Office clerk
30.	#	Store clerk
31.	714	Plumber
32.	714	Electrician
33.	715	Fireman
34.	717	Dish washer
35.	717	Maid
36.	#	Naval officer
37.	710	Personnel administrator
38.	#	Credit manager
39.	704	Lawyer
40.	704	Reporter
41.	706	Sculptor
42.	716	Forester
43.	705	Elementary school teacher
44.	705	Nurse
45.	701	Chemical engineer
46.	702	Doctor
47.	#	Pharmacist
48.	701	Aeronautical engineer
49.	713	Secretary
50.	714	Technician
51.	714	Electronics technician
52.	715	Bricklayer
53.	715	Riveter
54.	715	House painter
55.	#	Mail carrier
56.	717	Building superintendent
57.	710	President of a large company
58.	704	Author of a novel
59.	704	Librarian
60.	#	Economist
61.	#	Actor or actress
62.	708	Professional athlete
63.	#	Policeman
64.	705	Clergyman
65.	712	Certified Public Accountant
66.	#	Spaceman
67.	702	Biologist
68.	701	Electrical engineer
69.	701	Mining engineer
70.	713	Typist
71.	714	Laboratory technician
72.	714	Repairman
73.	715	Beautician
74.	715	Railroad brakeman
75.	715	Shoemaker
76.	717	Factory worker
77.	717	Deliveryman
78.	717	Truck driver
79.	710	Building contractor
80.	#	Marine Corps officer
81.	711	Real estate agent
82.	704	Interpreter
83.	704	Writer
84.	707	Musical composer
85.	706	Architect
86.	706	Decorator
87.	708	Sports umpire or referee
88.	705	Guidance counselor
89.	712	Accountant or auditor
90.	701	Mechanical engineer
91.	701	Mathematician
92.	713	Switchboard operator
93.	714	Machinist
94.	714	Welder
95.	715	Paper hanger
96.	715	Carpenter
97.	715	Type setter
98.	#	Draftsman
99.	#	Housewife
100.	#	Air Force officer
101.	710	Office manager
102.	710	Banker
103.	711	Salesman
104.	704	College professor
105.	705	Poet
106.	706	Artist

TABLE 12 (continued)

Item No.	P or F* Scale	Item
107.	706	Designer
108.	716	Farmer
109.	705	High school teacher
110.	705	Religious worker
111.	705	School principal
112.	#	Psychologist
113.	703	Member of President's cabinet
114.	703	Judge
115.	703	U. S. Senator
116.	703	Politician
117.	703	U. S. Congressman
118.	703	Mayor
119.	703	President of the United States
120.	703	Vice President of the United States
121.	703	State governor
122.	703	Public administrator
123.	705	Take care of members of family
124.	712	Make out income tax returns
125.	702	Biology
126.	701	Physics
127.	702	Study muscles and nerves
128.	701	Calculus
129.	713	Keep records for a store
130.	714	Invent new tools
131.	715	Fix furniture
132.	715	Work on an automobile assembly line
133.	717	Wash and iron clothes
134.	710	Plan work for other people
135.	#	Own your own business
136.	704	Reading
137.	#	Sociology
138.	709	Fishing
139.	708	Basketball
140.	708	Tennis
141.	716	Raise sheep or cattle for market
142.	705	Help your parents
143.	712	Work arithmetic problems
144.	712	Prepare cost estimates
145.	#	Fortune telling
146.	713	Typewriting
147.	714	Make a radio set
148.	714	Fix a clock
149.	715	Operate a power machine
150.	710	Fire a person
151.	710	Manage a large store
152.	#	Save money
153.	#	Work for myself
154.	704	Write letters
155.	707	Practice music all day
156.	706	Art galleries
157.	708	Football
158.	708	Track
159.	716	Operate farm machinery
160.	712	Operate a calculating machine
161.	702	Physiology
162.	701	Chemistry
163.	701	Play chess
164.	701	Solve puzzles
165.	713	Do clerical work
166.	714	Repair an auto
167.	715	Operate a crane or derrick
168.	717	Work in a steel mill
169.	710	Hire a person
170.	710	Give orders to workers in a factory
171.	#	Buy stocks
172.	711	Sell furniture
173.	#	Watch TV
174.	#	Act in plays
175.	709	Trap wild animals
176.	704	Foreign language
177.	705	Teach children
178.	705	Help the poor
179.	712	Keep accounts
180.	701	Algebra
181.	702	Learn about diseases
182.	#	Become a millionaire
183.	711	Sell merchandise to stores
184.	704	Literature
185.	704	Write themes
186.	#	Go to school
187.	707	Symphony concerts
188.	709	Hunting
189.	708	Swimming
190.	716	Feed hogs and cattle
191.	#	Sell tickets for a railroad or airline
192.	714	Shop work
193.	715	Do odd jobs with small tools
194.	710	Direct people
195.	710	Arrange a strike settlement with management
196.	#	Invest money
197.	704	Poetry
198.	707	Play an instrument
199.	#	Studying
200.	706	Visit museums
201.	#	Exploring
202.	#	Military drill
203.	708	Baseball
204.	716	Gardening
205.	703	Campaign for political office

#Item not included in any scale

Student Information Blank (SIB)

This 396-item inventory was used to obtain data on students' background and plans, including: personal experiences involving hobbies, organizational and club memberships, dating, and work experiences. There were questions regarding school and study habits. Students were asked about their parents' occupations, parents' education, and general questions regarding financial situations. There were questions regarding the state of the student's health. Another important section of this questionnaire concerned plans for college, military service, marriage, and careers.

Reproduced in Table 14 are the 396 individual items included in the SIB. The boxed numbers to the left of each item are the numeric tape codes assigned to each option. In addition to the individual item responses which are available for all SIB items, 18 composite subscales have been developed. The composition of the socioeconomic index (P*801) is given below and the 17 additional scales are described in Table 15.

*Socioeconomic Index - P*801*

Variable P*801 is a socioeconomic index computed for each student on the basis of nine Student Information Blank (SIB) items. These items are listed below, the weight assigned to each response appearing to its left in parentheses. A dash (-) appears before options that were not applicable. Items to which a student gave a non-applicable response were not included in the computation of his P*801 socioeconomic index.

Item 172. If your family has bought (or is buying) your home what is its present value?

(1) Under $6,000
(2) $6,000 to $10,000
(3) $10,000 to $15,000
(4) $15,000 to $22,000
(5) More than $22,000
(-) We are renting our home.

Item 173. Please make the best estimate you can of your family's total income for last year (1959). Include money earned by both parents or anyone else in the household who worked.

(1) Less than $3,000
(2) $3,000 to $5,999
(3) $6,000 to $8,999
(4) $9,000 to $11,999
(5) $12,000 or more
(-) I can't estimate this.

Item 176. How many books are in your home?

(1) None, or very few (0-10)
(2) A few books (11-25)
(3) One bookcase full (26-100)
(4) Two bookcases full (101-250)
(5) Three or four bookcases full (251-500)
(6) A room full--a library (501 or more)

Items 190, 191, 195. How many of the following articles are in your home?

Item 190. Automatic washer, automatic clothes dryer, electric dishwasher, electric or gas refrigerator, vacuum cleaner, home food freezer (separate from refrigerator)

(1) None
(2) One
(3) Two
(4) Three
(5) Four
(6) Five or six

Item 191. Telephone, television set, radio, phonograph

(1) None
(2) One
(3) Two
(4) Three
(5) Four

Item 195. A room of my own, my own study desk, a typewriter

(1) None
(2) One
(3) Two
(4) Three

Item 206. Which one of the following comes closest to describing the work of your father (or the male head of your household)?

(1) Farm or ranch worker
Workman or laborer
Private household worker

(2) Service worker
Semi-skilled worker

(3) Farm or ranch foreman
Protective worker
Skilled worker or foreman
Clerical worker

(4) Farm or ranch owner
Salesman
Proprietor or owner
Technical

(5) Official
Professional

(-) I don't know

Item 218. Mark the one answer indicating the highest level of education your father reached.

(1) None, or some grade school
(2) Completed grade school
(3) Some high school, but did not graduate
(4) Graduated from high school
(5) Vocational or business school after high school
(6) Some junior or regular college, but did not graduate
(7) Graduated from a regular 4-year college
(8) Master's degree
(9) Some work toward doctorate or professional degree
(10) Completed doctorate or professional degree
(-) I don't know

Item 219. Mark the one answer indicating the highest level of education your mother reached.

(1) None, or some grade school
(2) Completed grade school
(3) Some high school, but did not graduate
(4) Graduated from high school
(5) Vocational or business school after high school
(6) Some junior or regular college, but did not graduate
(7) Graduated from a regular 4-year college
(8) Master's degree
(9) Some work toward doctorate or professional degree
(10) Completed doctorate or professional degree
(-) I don't know

Each student's response to each of these items (excluding those items which he omitted or to which he gave a "not applicable" response) were converted, on the basis of a sample of Grade 12 boys (N = 2946), to standard scores (z) with a mean of 0 and a standard deviation of 1. The means and standard deviations used in computing these standard scores are shown in Table 13.

The usual formula for converting the raw score (X) on each item to a standard score (z) was used:

$$z_i = \frac{X_i - \bar{X}_i}{\sigma_i}$$

(In this formula the subscript i identified the item.)

In order to be able to convert the sum of each student's z_i values to an overall score (P*801) on a standard score scale it was necessary to have an approximation of the standard deviation of the sum of n items. This approximation, k_n, was computed separately for each possible value of n (the number

TABLE 13

Means and Standard Deviations on Items Entering into P*801

Based on a Sample of Grade 12 Boys (N = 2946*)

Item No. (i)	$\bar{X}_i$	σ_i
172	3.21	1.25
173	3.04	1.13
176	3.29	1.16
190	4.29	1.34
191	4.57	.86
195	2.82	1.01
206	3.06	1.26
218	5.07	2.13
219	4.97	1.65

*Somewhat fewer cases than the total number (2946) were used in determining the means and standard deviations, since only those cases with applicable responses to an item could be included in the computation of the statistics for that item.

of items entering into the sum) from 1 to 9. The formula used was:

$$k_n = \sqrt{n + n(n-1)\bar{r}}$$

where $\bar{r}$ was the mean of the 36 intercorrelations among the nine items, for grade 12 boys in the subsample, with each of the correlations based on only those boys who had applicable responses for both of the items involved in it. This formula gives an exact value of the standard deviation of the sum of the standard scores on n items if all the correlations on which $\bar{r}$ is based are exactly equal, and a good approximation otherwise.

Each student's x_i values for all n of the items to which he had applicable responses were then used to compute his P*801 score, by means of the following formula:

$$P^*801 = 10\left(\frac{\sum_{i=1}^{n} z_i}{k_n} + 10\right)$$

P*801 is thus an approximation of a standard score with a mean of 100 and a standard deviation of 10. The possible range turns out to be from 58 to 135.

TABLE 14

Student Information Blank

NOTE: The boxed number to the left of the options for each item are the actual numeric codes on the tape records for each option.

Directions: These questions are about yourself, your family, and your plans for the future. This is not a test, and there are no right or wrong answers. Answer each question sincerely and thoughtfully as it applies to you. In no way will your answers affect your grades in school. All answers are strictly confidential.

Answer every question. For each question you are to mark *one answer* and *only one answer*. Be sure to read each question carefully, and then mark your answer in the appropriate space on your answer sheet. Some of the questions may be difficult for you to answer. Do not spend too much time on these questions, but mark the *one best answer*, and go on to the next question. You should have enough time to answer all the questions if you move along steadily.

Part 1: ACTIVITIES

Directions: The questions in this part are about things you have done. Answer each question sincerely and thoughtfully. Each question has *one answer* and *only one answer*. Answer every question even if you are not sure of your answer. Now, go ahead and answer the questions.

Organizations

Items 1-10. How active have you been in any one or more of the following organizations? Mark your answers as follows:

1 A. Extremely active
2 B. Very active
3 C. Fairly active
4 D. A member, but not very active
5 E. A member, but rarely active
6 F. Not a member of any of these organizations

1. School newspaper, magazine, or annual
2. School subject matter clubs, such as science, mathematics, language, or history clubs
3. Debating, dramatics, or musical clubs or organizations
4. Hobby clubs, such as photography, model building, hot rod, electronics, woodworking, crafts, etc.
5. Farm youth groups, such as 4-H club, Future Farmers of America, etc.
6. Church, religious, or charitable organization, such as Catholic Youth of America, B'nai B'rith Youth Organization, Protestant youth group; organized non-school youth groups such as YMCA, YWCA, Hi-Y, Boy's Club, etc.
7. Informal neighborhood group
8. Political club, such as Young Democrats or Republicans
9. Social clubs, fraternities, or sororities
10. Military or drill units

11. How many times have you been president of a class, a club, or other organization (other than athletic) in the last 3 years?

1 A. None
2 B. Once
3 C. Twice
4 D. Three times
5 E. Four times
6 F. Five or more times

12. How many times have you been an officer or committee chairman (other than president) of a class, a club, or other organization (other than athletic) in the last 3 years?

1 A. None
2 B. Once
3 C. Twice
4 D. Three times
5 E. Four times
6 F. Five or more times

13. How many times in the last 3 years have you been captain of an athletic team?

1 A. None
2 B. Once
3 C. Twice
4 D. Three times
5 E. Four times
6 F. Five or more times

Go on to the next page.

Hobbies

Items 14-29. How often have you done any one or more of the following in the past 3 years? Include extra-curricular activities at school, but do not include things done for school assignments. In each group of activities, answer for *one* or *more* in the group. Mark your answers as follows:

1 A. Very often
2 B. Often
3 C. Occasionally
4 D. Rarely
5 E. Never

14. Drawing, painting, sculpting, or decorating
15. Acting, singing, or dancing for a public performance
16. Collecting stamps, coins, rocks, insects, etc.
17. Building model airplanes, ships, trains, cars, etc.
18. Working with photographic equipment (do not include taking occasional snapshots)
19. Making jewelry, pottery, or leather work
20. Making or repairing electrical or electronic equipment
21. Cabinet making or woodworking
22. Metal working
23. Mechanical or auto repair
24. Raising or caring for animals or pets
25. Sewing, knitting, crocheting, or embroidering
26. Cooking
27. Playing baseball, football, or basketball
28. Gardening, raising flowers or raising vegetables
29. Hunting or fishing

Items 30-33. How often have you done any one or more of the following in the past 3 years? Mark your answers as follows:

1 A. Very often
2 B. Often
3 C. Occasionally
4 D. Rarely
5 E. Only once
6 F. Never

30. Attending concerts, lectures, plays (not motion pictures), ballet, visiting art galleries or museums
31. Playing golf or tennis, swimming
32. Playing hockey, lacrosse, or handball, boxing, wrestling, track, field events
33. Going bicycling, ice skating, skiing, canoeing, horseback riding

Work

34. On the average, how many hours a week do you spend doing chores around the house?

1 A. None
2 B. One to three
3 C. Four to six
4 D. Seven to nine
5 E. Ten to twelve
6 F. Thirteen or more

35. How old were you when you first started earning money? *Do not count money earned for doing chores around your own home.*

1 A. I have not done this.
2 B. 10 or younger
3 C. 11 or 12
4 D. 13 or 14
5 E. 15 or 16
6 F. 17 or older

36. How many summers have you had a regular job for which you were paid? *Do not count money earned for doing chores around your own home.*

1 A. None
2 B. One
3 C. Two
4 D. Three
5 E. Four
6 F. Five or more

37. During the school year, about how many hours a week do you work for pay? *Do not include chores done around your own home.*

1 A. None
2 B. About 1-5 hours
3 C. About 6-10 hours
4 D. About 11-15 hours
5 E. About 16-20 hours
6 F. About 21 hours or more

Items 38-46. How often have you done each of the following kinds of part-time or summer work for pay in the past 3 years? Mark your answers as follows:

1 A. Very often
2 B. Often
3 C. Occasionally
4 D. Rarely
5 E. Never

38. Delivering newspapers, baby-sitting, mowing lawns, house cleaning, etc.
39. Clerical work; typing, filing, etc.
40. Farm work or orchard work
41. Assistant in a science laboratory
42. Factory work
43. Retail store work; stockwork, delivery, clean up, etc.
44. Sales work
45. Camp counselor
46. Other work for pay

Items 47-50. What per cent of your spending money comes from each of these sources? *Choose the closest answer.* Mark your answers as follows:

1 A. 0 per cent
2 B. 20 per cent
3 C. 40 per cent
4 D. 60 per cent
5 E. 80 per cent
6 F. 100 per cent

47. Regular allowance
48. From family, as I need it
49. From a job
50. Some other source

Continue on Answer Sheet B2, Side 1.

Go on to the next page.

...al

51. How old were you when you first went out on a date?

- A. I have never had a date.
- B. 12 or younger
- C. 13 or 14
- D. 15
- E. 16
- F. 17 or older

52. On the average, how many dates do you have in a week?

- A. I never have dates.
- B. About 1
- C. About 2
- D. About 3
- E. About 4 or 5
- F. About 6 or 7

53. During the school year, on what days are you usually permitted to go out in the evening for fun (until 8 P.M. or later)?

- A. Saturdays only
- B. Fridays and Saturdays only
- C. Fridays, Saturdays, and Sundays only
- D. Any day
- E. Only for very special occasions
- F. Never

54. How many times have you gone "steady" in the past three years?

- A. None
- B. Once
- C. Twice
- D. Three times
- E. Four times
- F. Five or more times

55. On the average, how many evenings a week during the school year do you usually go out for fun and recreation?

- A. Less than one
- B. One
- C. Two
- D. Three
- E. Four or five
- F. Six or seven

...ing

How many books have you read (not including those required for school) in the past 12 months? *Don't count magazines or comic books.*

- A. None
- B. 1 to 5
- C. 6 to 10
- D. 11 to 15
- E. 16 to 20
- F. 21 or more

Items 57-64. How many books or magazines have you read in each of the following groups (not including those required for school) in the past 12 months? Mark your answers as follows:

- A. None
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5 or more

57. Western stories, adventure stories, or mystery stories (not comic books)
58. Science fiction books or magazines (not comic books)
59. Science—non-fiction
60. Plays, poetry, essays, literary criticism, or classics
61. Politics, world affairs, biography, autobiography, historical novels
62. Religious books or magazines
63. Comic books
64. Love stories

Studying

Items 65-90. For the following statements indicate how often each one applies to you. Please answer the questions sincerely. Your answers will not affect your grades in any way. Mark one of the following choices for each statement.

- A. Almost always
- B. Most of the time
- C. About half the time
- D. Not very often
- E. Almost never

65. I do a little more than the course requires.
66. I have a difficult time expressing myself in written reports, examinations, and assignments.
67. Being a fast reader helps me complete my lessons quickly. *Not available*
* 68. My grades reflect my ability fairly accurately. *
* 69. I make sure that I understand wh t I am to do before I start an assignment. *
70. I seem to accomplish very little compared to the amount of time I spend studying.
71. Lack of interest in my school work makes it difficult for me to keep my attention on what I am doing.
* 72. I enjoy writing reports or compositions. *
73. Failure to pay attention in class has caused my marks to be lowered.
* 74. I consider a very difficult assignment a challenge to my abilities. *
75. I do my assignments so quickly that I don't do my best work.
76. I have missed assignments or other important things that the teacher has said, because I was not paying attention.
77. My teachers have criticized me for turning in a sloppy assignment.
78. Unless I really like a course, I do only enough to get by.

A=5, B=4, C=3, D=2, E=1

Go on to the next page

Mark your choices as follows:

- A. Almost always
- B. Most of the time
- C. About half the time
- D. Not very often
- E. Almost never

79. I have difficulty with the mechanics of English composition.
80. In class I can't seem to keep my mind on what the teacher is saying.
81. I get behind in my school assignments.
82. My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar, or punctuation.
83. Slow reading holds me back in my school work.
84. I pronounce the words to myself as I am reading.
85. I feel that I am taking courses that will not help me much in an occupation after I leave school.
* 86. When studying for a test, I am able to pick out important points to learn. *
87. I don't seem to be able to concentrate on what I read. My mind wanders and many things distract me.
* 88. I keep up to date on my assignments by doing my work every day. *
89. I have trouble remembering what I read.
90. I read material over and over again without really understanding what I have read.

A=5, B=4, C=3, D=2, E=1

Schooling

91. Which *one* of the following high school programs or curriculums is *most like* the one that you are taking? *If you have not yet been assigned to a program, which do you expect you will take?*

- A. **General**—*a program that does not necessarily prepare you either for college or for work, but in which you take subjects required for graduation and many subjects that you like.*
- B. **College Preparatory**—*a program that gives you the training and credits needed to work toward a regular Bachelor's degree in college.*
- C. **Commercial or Business**—*a program that prepares you to work in an office; for example, as a secretary or bookkeeper.*
- D. **Vocational**—*a program that prepares you to work in a shop or factory, or to enter a trade school, or become an apprentice after high school.*
- E. Agriculture
- F. A program very different from the above

92. How many times have you changed schools since starting the 1st grade (not counting promotions from one school to another)?

- A. Never
- B. Once
- C. Twice
- D. Three times
- E. Four times
- F. Five or more times

93. When was the last time you changed schools (not counting promotions from one school to another)?

- A. I have not done this
- B. About one year ago
- C. About two years ago
- D. About three years ago
- E. About four years ago
- F. About five or more years ago

94. How old were you when you started the first grade?

- A. Four years old or younger
- B. Five years old
- C. Six years old
- D. Seven years old
- E. Eight years old
- F. Nine years old or older

95. Since you started the first grade, how many full semesters of school have you missed?

- A. None
- B. One semester
- C. Two semesters
- D. Three semesters
- E. Four semesters
- F. Five semesters or more

96. How many days were you absent from school in the last school year (September 1958 to June 1959)?

- A. None
- B. One to four days
- C. Five to nine days
- D. Ten to fifteen days
- E. Fifteen to nineteen days
- F. Twenty or more days

97. On the average, how many hours do you study each week? *Include study periods in school as well as studying done at home.*

- A. None
- B. About 1 - 4 hours per week
- C. About 5 - 9 hours per week
- D. About 10 - 14 hours per week
- E. About 15 - 19 hours per week
- F. About 20 or more hours per week

Items 98-104. Starting with courses taken in the ninth grade, how many semesters (half-years) of each of the following kinds of courses have you taken? *Include those which you are taking now.* Mark your answers as follows:

- A. None
- B. One or two
- C. Three or four
- D. Five
- E. Six
- F. Seven or more

98. Science courses (biology, chemistry, general science, physics, etc.)
99. Foreign languages (French, German, Spanish, Latin, etc.)
100. Social studies (history, civics, government, economics, etc.)
101. English courses (grammar, composition, literature, etc.)
102. Business or commercial courses (typing, bookkeeping, shorthand, business law, commercial arithmetic, etc.)
103. Vocational, shop, or agricultural courses
104. Mathematics courses (algebra, geometry, trigonometry, etc.) Do *not* count commercial arithmetic or shop mathematics.

Go on to the next page.

105. Has calculus been included in any mathematics course you have ever taken, or are now taking?

1 A. No
2 B. Yes, for a period of about 2 weeks.
3 C. Yes, for a period of about 1 month.
4 D. Yes, for a period of about 2 months.
5 E. Yes, for a period of about 3 months.
6 F. Yes, for an entire semester.

Items 106-113. The following questions ask you to report your grades in courses you have taken in the ninth grade or later. *Please consider only semester grades. If you have not taken any courses in the topic, skip the item.* In these questions choose the one answer that best describes your grades. Mark your answers as follows:

A. All A's or equivalent
B. Mostly A's or equivalent
C. Mostly A's and B's or equivalent
D. Mostly B's and C's or equivalent
E. Mostly C's and D's or equivalent
F. Mostly D's or below or equivalent

[If your school does not use letter grades, please use the following equivalents:

For a grade of **A**: Excellent; 90-100
For a grade of **B**: Good; 80-89
For a grade of **C**: Average; 70-79
For a grade of **D**: Fair; 60-69
For a grade below **D**: Failing; 59 or lower]

106. My grades in *mathematics* have been:
107. My grades in *science courses* have been:
108. My grades in *foreign languages* have been:
109. My grades in *history* and *social studies courses* have been:
110. My grades in *English courses* have been:
111. My grades in *vocational courses* have been:
112. My grades in *business* or *commercial courses* have been.
113. My grades in *all courses starting with the ninth grade* have been:

Guidance

Items 114-117. How many times have you discussed each of the following with your teachers or school principal in the past school year? Mark your answers as follows:

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

114. Colleges or college plans
115. Jobs or occupations after high school
116. Your high school work
117. Personal problems

Items 118-121. How many times have you discussed each of the following with your school counselor in the past school year? Mark your answers as follows:

1 A. We have no school counselor.
2 B. None
3 C. One
4 D. Two
5 E. Three
6 F. Four or more

118. Colleges or college plans
119. Jobs or occupations after high school
120. Your high school work
121. Personal problems

Items 122-129. How many times have you discussed your plans for after high school with each of the following people? Mark your answers as follows:

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

122. Father
123. Mother
124. Brother or sister
125. School counselor
126. Teachers, principal, or assistant principal (not the school counselor)
127. Clergyman (minister, priest, rabbi, etc.)
128. Friends my own age
129. An adult not listed above

Go on to the next part.

Part II: FAMILY AND HOME

Directions: The questions in this part are about you and your family. Each question has *one answer* and *only one answer*. Answer each question sincerely and thoughtfully.

Many of the questions in this part are about your parents. If you are not living with both of your parents answer these questions for your step-mother or step-father, guardian(s), or foster parent(s). Following is a list of examples of adults with whom you may be living.

Father and mother
Father and step-mother
Mother and step-father
Foster parents or guardians
Mother and adult male relative (grandfather, uncle, older brother, etc.)
Father and an adult female relative (grandmother, aunt, older sister, etc.)
Grandparents
Brother or sister

In other words, answer for the two adults who are responsible for you. If you live with only one adult who is responsible for you, skip the questions for the other person.

If you live in an institution, mark **E** in question 130 below and skip to **Part III**.

Now, go ahead and answer the questions.

130. Who is the breadwinner in your family, that is, who provides the main source of support?

A. Father
B. Male guardian or male relative
C. Mother
D. Female guardian or female relative
E. I live in an institution.
F. Someone not listed above

Go on to the next page.

131. Does your father work for pay on more than one job?

A. No
B. Yes, two
C. Yes, three
D. Yes, four or more

132. Does your father direct or supervise the work of other people? *If he works on more than one job, mark your answer for his most important job. If he is now out of work, or if he is retired, mark your answer for his last job.*

A. No
B. Yes, a few people (up to 4 or 5 people)
C. Yes, many people (from 6 to 19 people)
D. Yes, very many people (20 to 49 people)
E. Yes, 50 people or more
F. I don't know.

133. As far as you know, which *one* of the following *best* describes your father's responsibility for money and property on his job? *If he works on more than one job, answer the question for the most important one. If he is temporarily unemployed, or if he is retired, answer the question for his last job.*

A. He is not in charge of any money or property.
B. He is in charge of small amounts of money or property such as daily cash receipts, merchandise, or a few tools or machines.
C. He is in charge of fairly large amounts of money, merchandise, or other property.
D. He is in charge of a great deal of money, merchandise, or property.
E. I don't know.

134. Has your mother worked for pay at any time in the last 3 years?

A. Yes, regular part-time work
B. Yes, occasional part-time work
C. Yes, regular full-time work
D. Yes, occasional full-time work
E. No
F. I don't know.

135. How long has your mother been working for pay?

A. She has not done this, or I don't know.
B. 1 year or less
C. More than 1 but less than 3 years
D. More than 3 but less than 5 years
E. More than 5 but less than 7 years
F. More than 7 years

136. What was your father's highest rank while in military service?

A. Enlisted man (not a non-commissioned officer)
B. Non-commissioned officer
C. Officer
D. He did not serve.
E. I don't know.

137. Were your parents born in the United States?

A. My father was born in the U. S. but my mother was not.
B. My mother was born in the U. S. but my father was not.
C. Both my parents were born in the U. S.
D. Both my parents were born outside the U. S.
E. I don't know whether my father or mother was born in the U. S.

Items 138-147. How active has your father been in any one or more of the following organizations? Mark your answers as follows:

A. Extremely active
B. Very active
C. Fairly active
D. A member, but not very active
E. A member, but rarely active
F. Not a member of any of these organizations

138. Church or religious group, teaching Sunday School, or charity work
139. School organizations, such as the school board, Parent-Teacher's Association, etc.
140. Political groups or organizations
141. Labor union or trade union activities
142. Business or professional association
143. Hobby groups, such as dramatics, band, arts, crafts, etc.
144. Sports club, team, or organization
145. Social groups (Elks, Moose, etc.)
146. Civic organizations (Rotary, Lions, Kiwanis, etc.)
147. Active military reserve unit or veterans' organization (American Legion, Veterans of Foreign Wars, etc.)

Items 148-157. How active has your mother been in any one or more of the following organizations? Mark your answers as before.

148. Church or religious group, teaching Sunday School, or charity work
149. School organizations, such as the school board, Parent-Teacher's Association, etc.
150. Political groups or organizations
151. Labor union or trade union activities
152. Business or professional association
153. Hobby groups, such as dramatics, band, arts, crafts, etc.
154. Sports club, team, or organization
155. Social groups (Eastern Star, D.A.R., etc.)
156. Civic organizations (League of Women Voters, etc.)
157. Auxiliary or veterans' organization (American Legion, Veterans of Foreign Wars, etc.)

Items 158-166. How well does either of your parents speak each of the following languages? Mark your answers as follows:

A. Very fluently
B. Fluently
C. Fairly well
D. Not very well
E. Rather poorly
F. Doesn't speak this language

158. French
159. German
160. Italian
161. Spanish or Portuguese
162. Russian or Slavic
163. Hebrew or Yiddish
164. Scandinavian language (Danish, Swedish, or Norwegian)
165. Oriental language
166. Some other foreign language

Go on to the next page.

167. How long have you lived in this community?
- A. One year or less
- B. More than 1 year, but not more than 3 years
- C. More than 3 years, but not more than 5 years
- D. More than 5 years, but not more than 10 years
- E. More than 10 years, but not all my life
- F. All my life

168. Which one of the following best describes the community in which you lived just before moving to this community?
- A. I have lived in this community all my life.
- B. In suburban areas, towns, or villages around a city
- C. Inside a large city with 100,000 or more people
- D. Inside a medium sized city with 25,000 to 100,000 people
- E. In a small city or town with 2,500 to 25,000 people (not the suburban area of a city)
- F. A farm or village with less than 2,500 people (not the suburban area of a city)

169. How many different houses or apartments (not counting vacations away from your regular home) has your family lived in, in the last three years?
- A. One
- B. Two
- C. Three
- D. Four
- E. Five
- F. Six or more

170. Which one of the following best describes the building in which you live?
- A. A one-family house
- B. A two-family house
- C. A small apartment house (3 or 4 families)
- D. A large apartment house (5 families or more)
- E. A rooming house, hotel, or trailer
- F. Something different from the above

171. If your family is renting your home or the place where you live, about how much are they paying each month?
- A. Less than $60
- B. $60 to $79
- C. $80 to $99
- D. $100 to $119
- E. $120 or more
- F. We have bought (or are buying) our home.

172. If your family has bought (or is buying) your home, what is its present value?
- A. Under $6,000
- B. $6000 to $10,000
- C. $10,000 to $15,000
- D. $15,000 to $22,000
- E. More than $22,000
- F. We are renting our home.

173. Please make the best estimate you can of your family's total income for *last year* (1959). *Include money earned by both parents or anyone else in the household who worked.*
- A. Less than $3,000
- B. $3,000 to $5,999
- C. $6,000 to $8,999
- D. $9,000 to $11,999
- E. $12,000 or more
- F. I can't estimate this.

174. Which of the following best describes your family's finances?
- A. Barely able to make a living
- B. Have the necessities
- C. Comfortable
- D. Well-to-do
- E. Wealthy
- F. Extremely wealthy

175. From which *one* of the following sources does your family get most of its income?
- A. Professional fees
- B. Business profits (including profits from a farm)
- C. Fixed salary (paid on a weekly, monthly, or yearly basis)
- D. Wages (paid on an hourly or daily basis, and depending on the number of hours worked)
- E. Commissions or royalties
- F. Some other source, not mentioned above

176. How many books are in your home?
- A. None, or very few (0-10)
- B. A few books (11-25)
- C. One bookcase full (26-100)
- D. Two bookcases full (101-250)
- E. Three or four bookcases full (251-500)
- F. A room full—a library (501 or more)

Items 177-186. How many of each of the following kinds of magazines do you get regularly at home (by subscription or purchased regularly)? Mark your answers as follows:
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

177. Ladies' magazines, homemaking magazines, or fashion magazines (such as Ladies' Home Journal, McCall's, Redbook, Cosmopolitan, Better Homes and Gardens, Good Housekeeping, House Beautiful, etc.)

178. Men's magazines or sports magazines (such as Sports Afield, Sports Illustrated, Field and Stream, Esquire, Argosy, True, etc.)

179. Movie magazines, love stories, detective magazines (such as Modern Screen, Photoplay, Silver Screen, True Story, Sweetheart Stories, True Romance, Real Detective, Official Detective Stories, True Detective, etc.)

180. Mechanics, electronics, aviation, or automobile magazines (such as Popular Mechanics, Mechanix Illustrated, Science and Mechanics, Hot Rod, Motor Trend, Motor Life, etc.)

181. Farm magazines (such as Farm Journal, Progressive Farmer, Farm and Ranch, Prairie Farmer, Successful Farmer, etc.)

182. News or pictorial magazines (such as Life, Look, Newsweek, Time, U.S. News and World Report, etc.)

183. Business magazines (such as Business Week, Nation's Business, etc.)

184. Opinion magazines (such as The Nation, The New Republic, The Reporter, The Progressive, etc.)

185. Professional or trade journals or magazines

186. Science fiction magazines (such as Galaxy, Science Fiction, etc.)

Go on to the next page.

Items 187-189. How many of the following do you get regularly at home (by subscription or purchased regularly)?

187. Atlantic Monthly, Harpers, National Geographic, Saturday Review, Fortune, New Yorker
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

188. Reader's Digest, Coronet, Saturday Evening Post
- A. None
- B. One
- C. Two
- D. Three

189. Parents' Magazine, Boys' Life, American Girl, Scouting
- A. None
- B. One
- C. Two
- D. Three
- E. Four

Items 190-195. How many of the following articles are in your home?

190. Automatic washer, automatic clothes dryer, electric dishwasher, electric or gas refrigerator, vacuum cleaner, home food freezer (separate from refrigerator)
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or six

191. Telephone, television set, radio, phonograph
- A. None
- B. One
- C. Two
- D. Three
- E. Four

192. Sterling silverware, paintings, tapestries, wall-to-wall carpeting, ceiling-to-floor drapes
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five

193. Musical instruments, hi-fi or stereophonic set, classical records, art equipment, photo developing equipment
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five

194. Tennis racket, golf clubs, hunting equipment, skis, fishing equipment
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five

195. A room of my own, my own study desk, a typewriter
- A. None
- B. One
- C. Two
- D. Three

196. How many hand tools (saw, pliers, wire cutters, hammer, wrench, drill, screwdriver, crow bar, etc.) are in your home?
- A. Five or less
- B. Six to ten
- C. Eleven to fifteen
- D. Sixteen to twenty
- E. Twenty-one to twenty-five
- F. Twenty-six or more

197. How many electrically operated power tools (saw, drill, sander, etc.) are in your home?
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

198. How many cars or station wagons does your family own? *Do not include trucks. Include your own as well as any owned by your parents, or brothers or sisters living in your home.*
- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

199. What year model is your family's newest car or station wagon? *Do not include trucks.*
- A. 1952 or older
- B. 1953 or 1954
- C. 1955 or 1956
- D. 1957 or 1958
- E. 1959 or 1960
- F. My family does not own a car or station wagon.

200. Are you a twin, triplet, or quadruplet?
- A. No.
- B. Yes, I have a twin in this school.
- C. Yes, I have a twin who is living, but not in this school.
- D. Yes, I am one of triplets or quadruplets, and one or more of the others are in this school.
- E. Yes, I am one of triplets or quadruplets, but none of the others is in this school.

Go on to the next page.

The next questions are about education after high school. Education after high school can be any one of the following:

Vocational Schools: such as schools for barbers, beauticians, electricians, mechanics, technicians, etc. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Vocational Schools.

Business or Commercial Schools: such as secretarial, stenotyping, or bookkeeping schools. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Business or Commercial Schools.

Junior College: a two-year college program

Four-year College: has programs leading to a degree, such as Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc.

Items 201-205. For the following questions, mark your answers as follows:

1	A. I have no brothers or sisters.
2	B. None
3	C. One
4	D. Two
5	E. Three
6	F. Four or more

201. How many of your brothers or sisters dropped out of high school without graduating?

202. How many of your brothers or sisters have ever attended a vocational school?

203. How many of your brothers or sisters have ever attended a business or commercial school?

204. How many of your brothers or sisters have ever attended a junior college?

205. How many of your brothers or sisters have ever attended a four-year college?

Go on to the next part.

Part III

Directions: The questions in this part are similar to those in some of the earlier parts. Answer each question sincerely and thoughtfully. Each question has *one answer* and *only one answer*.

Some of these questions are again about your parents or the heads of your household. If you live in an institution, skip to question 210. Now, go ahead and answer the questions.

206. Which *one* of the following comes *closest* to describing the work of your father (or the male head of your household)? *Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last.*

1	A. Farm or ranch owner and/or manager
2	B. Farm or ranch foreman
3	C. Farm or ranch worker
4	D. Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
5	E. Private household worker—such as a servant, butler, etc.
6	F. Protective worker—such as a policeman, detective, sheriff, fireman
7	G. Service worker—such as barber, beautician, waiter, etc.
8	H. Semi-skilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
9	I. Skilled worker or foreman—such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
10	J. Clerical worker—such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
11	K. Salesman—such as real estate or insurance salesman, factory representative, etc.
12	L. Manager—such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
13	M. Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
14	N. Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
15	O. Professional—such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
16	P. Technical—such as draftsman, surveyor, medical or dental technician, etc.
17	Q. I don't know.

Go on to the next page.

207. If your father (or the male head of your household) has a professional or technical occupation (that is, if you marked O or P in the preceding question), answer this question. If your father does not have a professional or technical occupation, mark A on your answer sheet and go on to the next question.
Which *one* of the following professional or technical occupations comes *closest* to describing your father's occupation?

1	A. My father has an occupation other than professional or technical
2	B. Accountant or auditor
3	C. Actor, musician, entertainer
4	D. Architect
5	E. Armed forces officer
6	F. Artist, designer, sculptor
7	G. Biological scientist
8	H. Chemist
9	I. College administrator
10	J. Clergyman
11	K. Dentist
12	L. Draftsman
13	M. Economist
14	N. Editor or reporter
15	O. Elected or appointed officer—mayor, senator, judge, etc.
16	P. Engineer—aeronautical, civil, chemical, electrical, mechanical, etc.
17	Q. Lawyer (not elected or appointed official)
18	R. Librarian
19	S. Mathematician
20	T. Nurse
21	U. Optometrist, osteopath, chiropractor, pharmacist
22	V. Physician or surgeon
23	W. Physicist
24	X. Psychologist
25	Y. Sociologist
26	Z. Social or welfare worker
27	AA. Statistician
28	BB. Surveyor
29	CC. Teacher, elementary school
30	DD. Teacher, high school
31	EE. Technician, medical or dental
32	FF. Veterinarian
33	GG. A technical occupation not listed above
34	HH. A scientific occupation not listed above
35	II. A professional occupation not listed above

208. Which *one* of the following comes *closest* to describing the work of your mother (or the female head of your household)? *Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one that she did last.*

1	A. Housewife only; she has not worked for pay in the last three years.
2	B. Farm or ranch owner and/or manager
3	C. Farm or ranch worker
4	D. Workman or laborer—such as charwoman, laundry worker, etc.
5	E. Private household worker—such as housekeeper, maid, laundress, etc.
6	F. Protective worker—such as policewoman, etc.
7	G. Service worker—such as beautician, waitress, etc.
8	H. Semi-skilled worker—such as factory machine operator, cab driver, etc.
9	I. Skilled worker or forewoman—such as baker, inspector, etc.
10	J. Clerical worker—such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
11	K. Sales—such as real estate, life insurance, etc.
12	L. Manager—such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
13	M. Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
14	N. Proprietor or owner—such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
15	O. Professional—such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
16	P. Technical—such as draftsman, medical or dental technician, etc.
17	Q. I don't know.

Go on to the next page.

TABLE 14 (continued)

209. If your mother (or the female head of your household) has a professional or technical occupation (that is, if you marked O or P in the preceding question), answer this question. If your mother does not have a professional or technical occupation, mark **A** on your answer sheet and go on to the next question.
Which *one* of the following professional or technical occupations comes *closest* to describing your mother's occupation?

1 A. My mother has an occupation other than professional or technical
2 B. Accountant or auditor
3 C. Actress, musician, entertainer
4 D. Architect
5 E. Artist, designer, sculptress
6 F. Biological scientist
7 G. Chemist
8 H. College administrator
9 I. Clergywoman
10 J. Dentist
11 K. Draftsman
12 L. Economist
13 M. Editor or reporter
14 N. Elected or appointed officer—mayor, senator, judge, etc.
15 O. Engineer—aeronautical, civil, chemical, electrical, mechanical, etc.
16 P. Lawyer (not elected or appointed official)
17 Q. Librarian
18 R. Mathematician
19 S. Nurse
20 T. Optometrist, osteopath, chiropractor, pharmacist
21 U. Physician or surgeon
22 V. Physicist
23 W. Psychologist
24 X. Sociologist
25 Y. Social or welfare worker
26 Z. Statistician
27 AA. Surveyor
28 BB. Teacher, elementary school
29 CC. Teacher, high school
30 DD. Technician, medical or dental
31 EE. Veterinarian
32 FF. A technical occupation not listed above
33 GG. A scientific occupation not listed above
34 HH. A professional occupation not listed above

210. In which *one* of the following programs do you expect to specialize in college? *Mark one of these even if you have not definitely made up your mind.*

1 A. I do not expect to attend college.
2 B. Biological sciences (botany, physiology, zoology)
3 C. Physical sciences (chemistry, geology, physics, astronomy)
4 D. Engineering
5 E. Mathematics
6 F. Pre-medical
7 G. Pre-dental
8 H. Pre-law
9 I. Business administration
10 J. Education
11 K. Sociology or psychology
12 L. Political science or economics
13 M. Foreign languages
14 N. Other liberal arts (philosophy, literature, history, etc.)
15 O. Fine arts (music, art, ballet, etc.)
16 P. Agriculture
17 Q. Nursing
18 R. Home economics
19 S. Pre-theology
20 T. Journalism
21 U. A program not listed above
22 V. I have no plans regarding college programs.

Go on to the next page.

211. In the following list of occupations, mark the one occupation you *expect* to make your career after you have completed your education. *If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.*

1 A. Accountant
2 B. Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
3 C. College professor
4 D. Dentist
5 E. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6 F. Elementary school teacher
7 G. High school teacher
8 H. Lawyer
9 I. Mathematician
10 J. Pharmacist
11 K. Clergyman (minister, priest, rabbi, etc.)
12 L. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13 M. Physician
14 N. Political scientist or economist
15 O. Social worker
16 P. Sociologist or psychologist
17 Q. Armed forces officer
18 R. Artist or entertainer
19 S. Businessman
20 T. Craftsman
21 U. Engineering or scientific aide
22 V. Forester
23 W. Medical or dental technician
24 X. Nurse
25 Y. Pilot, airplane
26 Z. Policeman or fireman
27 AA. Secretary, office clerk or typist
28 BB. Writer
29 CC. Barber or beautician
30 DD. Enlisted man in the armed forces
31 EE. Farmer
32 FF. Housewife
33 GG. Salesman or saleswoman
34 HH. Skilled worker (electrician, machinist, plumber, printer, etc.)
35 II. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36 JJ. Some other occupation different from any above

212. Which *one* of the following occupations would you most *like* to enter? *If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.*

1 A. Accountant
2 B. Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
3 C. College professor
4 D. Dentist
5 E. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6 F. Elementary school teacher
7 G. High school teacher
8 H. Lawyer
9 I. Mathematician
10 J. Pharmacist
11 K. Clergyman (minister, priest, rabbi, etc.)
12 L. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13 M. Physician
14 N. Political scientist or economist
15 O. Social worker
16 P. Sociologist or psychologist
17 Q. Armed forces officer
18 R. Artist or entertainer
19 S. Businessman
20 T. Craftsman
21 U. Engineering or scientific aide
22 V. Forester
23 W. Medical or dental technician
24 X. Nurse
25 Y. Pilot, airplane
26 Z. Policeman or fireman
27 AA. Secretary, office clerk or typist
28 BB. Writer
29 CC. Barber or beautician
30 DD. Enlisted man in the armed forces
31 EE. Farmer
32 FF. Housewife
33 GG. Salesman or saleswoman
34 HH. Skilled worker (electrician, machinist, plumber, printer, etc.)
35 II. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36 JJ. Some other occupation different from any above

Turn your answer sheet over, and continue on the other side.

Go on to the next page.

Part IV

Directions: The questions in this part are similar to those in some of the earlier parts. Answer each question sincerely and thoughtfully. Each question has *one answer* and *only one answer*.

Some of these questions are again about your parents or the heads of your household. If you live in an institution, skip to question 227.

213. For whom does your father work? *Mark only one answer. If he works on more than one job, mark the most important one. If he is now out of work, or if he is retired, mark the one that was his last employer.*

A. A large company or industry
B. A small local company or industry
C. A retail business
D. An individual employer
E. He is self-employed.
F. The local or community government
G. A school or college
H. Military services
I. The state or national government (except military services or schools)
J. I don't know.

214. For whom does your mother work? *Mark only one answer. If she works on more than one job, mark the most important one. If she is now out of work, mark the one that was her last employer.*

A. A large company or industry
B. A small local company or industry
C. A retail business
D. An individual employer
E. The local or community government
F. A school or college
G. The state or national government (except schools)
H. She is self-employed.
I. Housewife only; she has not worked for pay in the last 3 years
J. I don't know.

215. How old is your father?

A. 29 or younger
B. 30-34
C. 35-39
D. 40-44
E. 45-49
F. 50-54
G. 55-59
H. 60-64
I. 65 or older
J. I don't know.

216. How old is your mother?

A. 29 or younger
B. 30-34
C. 35-39
D. 40-44
E. 45-49
F. 50-54
G. 55-59
H. 60-64
I. 65 or older
J. I don't know.

217. In which branch of the military service did your father serve? *If he served in more than one, mark the one in which he served the longest time.*

A. Army
B. Navy
C. Air Force
D. Marine Corps
E. Coast Guard
F. He served in the Merchant Marine instead of the armed forces.
G. He did not serve.
H. He served, but I don't know in which branch.

218. Mark the *one* answer indicating the *highest* level of education your father reached. *Mark the one best answer even if you are not sure.*

A. None, or some grade school
B. Completed grade school
C. Some high school, but did not graduate
D. Graduated from high school
E. Vocational or business school after high school
F. Some junior or regular college, but did not graduate
G. Graduated from a regular 4-year college
H. Master's degree
I. Some work toward doctorate or professional degree
J. Completed doctorate or professional degree
K. I don't know.

219. Mark the *one* answer indicating the *highest* level of education your mother reached. *Mark the one best answer even if you are not sure.*

A. None, or some grade school
B. Completed grade school
C. Some high school, but did not graduate
D. Graduated from high school
E. Vocational or business school after high school
F. Some junior or regular college, but did not graduate
G. Graduated from a regular 4-year college
H. Master's degree
I. Some work toward doctorate or professional degree
J. Completed doctorate or professional degree
K. I don't know.

220. With whom are you now living; that is, who are the heads of the house?

A. Mother and father
B. Mother only
C. Father only
D. Sometimes with my mother, sometimes with my father
E. Mother and stepfather
F. Father and stepmother
G. Grandparents, aunt, uncle, or cousins
H. Brother or sister
I. Foster parents (not relatives)
J. Someone not listed above

Go on to the next page.

221. What is the total number of living children in your family? *Include yourself, brothers with all full brothers and sisters, half-brothers and sisters, stepbrothers and sisters, and foster brothers and sisters. Include those not now living in your home.*

A. One
B. Two
C. Three
D. Four
E. Five
F. Six
G. Seven
H. Eight
I. Nine
J. Ten
K. Eleven
L. Twelve or more

222. How many of your brothers, half-brothers, foster brothers, or stepbrothers are older than you? *Do not count your own twin brother.*

A. None
B. One
C. Two
D. Three
E. Four
F. Five
G. Six
H. Seven
I. Eight
J. Nine
K. Ten
L. Eleven or more

223. How many of your sisters, half-sisters, foster sisters, or stepsisters are older than you? *Do not count your own twin sister.*

A. None
B. One
C. Two
D. Three
E. Four
F. Five
G. Six
H. Seven
I. Eight
J. Nine
K. Ten
L. Eleven or more

224. Where did you live just before moving to [illegible] munity?

A. I have lived here all my life.
B. New England States (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut)
C. Middle Atlantic States (New York, New Jersey, Pennsylvania)
D. South Atlantic States (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida)
E. East North Central States (Ohio, Indiana, Illinois, Michigan, Wisconsin)
F. West North Central States (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas)
G. East South Central States (Kentucky, Tennessee, Alabama, Mississippi)
H. West South Central States (Arkansas, Louisiana, Oklahoma, Texas)
I. Mountain States (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada)
J. Pacific States (Washington, Oregon, California, Hawaii, Alaska)
K. United States possessions (Puerto Rico, Guam, etc.)
L. In a foreign country

225. How many rooms are in your home? *Count all rooms, bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.*

A. One
B. Two
C. Three
D. Four
E. Five
F. Six
G. Seven or eight
H. Nine or ten
I. Eleven or twelve
J. Thirteen or fourteen
K. Fifteen or sixteen
L. Seventeen or more

226. How many people live in your home? *Include yourself, brothers, sisters, parents, relatives, boarders, roomers, servants, etc.*

A. Two
B. Three
C. Four
D. Five
E. Six
F. Seven
G. Eight
H. Nine
I. Ten
J. Eleven
K. Twelve
L. Thirteen or more

Go on to the next page.

227. How tall are you? *Choose the closest one.*

- A. 4 feet 5 inches or less
- B. 4 feet 6 inches to 4 feet 8 inches
- C. 4 feet 9 inches to 4 feet 11 inches
- D. 5 feet 0 inches to 5 feet 2 inches
- E. 5 feet 3 inches to 5 feet 5 inches
- F. 5 feet 6 inches to 5 feet 8 inches
- G. 5 feet 9 inches to 5 feet 11 inches
- H. 6 feet 0 inches to 6 feet 2 inches
- I. 6 feet 3 inches to 6 feet 5 inches
- J. 6 feet 6 inches or more

228. How much do you weigh? *Choose the closest one.*

- A. 74 pounds or less
- B. 75- 89 pounds
- C. 90-104 pounds
- D. 105-119 pounds
- E. 120-134 pounds
- F. 135-149 pounds
- G. 150-164 pounds
- H. 165-179 pounds
- I. 180-194 pounds
- J. 195-209 pounds
- K. 210-224 pounds
- L. 225 pounds or more

229. How old were you when you learned social dancing?

- A. I never learned to dance.
- B. 9 or younger
- C. 10
- D. 11
- E. 12
- F. 13
- G. 14
- H. 15
- I. 16
- J. 17
- K. 18 or older

230. How many athletic teams have you been a member of in the last 3 years? *Count intra-mural, church, school, and other teams.*

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six
- H. Seven
- I. Eight
- J. Nine
- K. Ten
- L. Eleven or more

231. How many clubs or organizations (other than athletic) have you belonged to in the last 3 years?

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six
- H. Seven
- I. Eight
- J. Nine
- K. Ten
- L. Eleven or more

232. What do you *expect* to do about military service?

- A. Never serve because I am a girl
- B. Quit high school and enlist
- C. Enlist right after high school
- D. Work for a commission through a college ROTC program, military school, or one of the service academies
- E. Enlist after I have completed some college training
- F. Enlist after I have graduated from college
- G. Enlist after I have worked for several years
- H. Enlist in the Reserves or National Guard
- I. Wait until I am drafted
- J. Never serve because I do not think I can pass the physical examination
- K. Never serve for other reasons
- L. I have no idea what I will do about military service.

233. What would you really *like* to do about military service?

- A. Never serve because I am a girl
- B. Quit high school and enlist
- C. Enlist right after high school
- D. Work for a commission through a college ROTC program, military school, or one of the service academies
- E. Enlist after I have completed some college training
- F. Enlist after I have graduated from college
- G. Enlist after I have worked for several years
- H. Enlist in the Reserves or National Guard
- I. Wait until I am drafted
- J. Never serve because I do not think I can pass the physical examination
- K. Never serve for other reasons
- L. I have no preference.

234. Which *one* of the following is your *most important* reason for your choice of ways to enter the military (that is, enlisting, being drafted, etc.)?

- A. I do not expect to serve.
- B. Being able to choose among the branches
- C. Short active service requirement
- D. Getting active duty over with
- E. Obtaining a good rank or rating
- F. Obtaining the best chance for advancement in the service
- G. Having a chance to serve with friends
- H. Having a chance to serve in the place (city, country, etc.) I want
- I. Starting a career before entering the service
- J. Allows me to delay serving as long as possible
- K. Allows me to complete my education
- L. Allows me to live near home while serving

235. In which branch of the service do you expect to serve?

- A. I do not expect to serve, for physical reasons.
- B. I do not expect to serve, for reasons other than physical.
- C. Army
- D. Air Force
- E. Navy
- F. Marine Corps
- G. Coast Guard
- H. Army Reserves or National Guard
- I. Air Force Reserves or National Guard
- J. Navy Reserves
- K. Marine Corps Reserves
- L. Coast Guard Reserves

Go on to the next page.

236. Which *one* of the following is the *most important* reason for your choice of a branch of the service?

- A. I do not expect to serve.
- B. Offers the best plan for completing required service
- C. Has good training opportunities
- D. My friends chose this branch
- E. Has the best looking uniform
- F. Receives the most glory from other people
- G. Offers the most pleasant duty assignments
- H. Allows me choice of a desirable location (near home, a large city, etc.)
- I. Travel or adventure
- J. Best living conditions
- K. Some reason not listed above

237. Which *one* of the following *best* describes the college you expect to attend?

- A. I do not expect to go to college.
- B. A teachers college
- C. An agricultural college
- D. An engineering college
- E. A liberal arts college
- F. A college specializing in music or fine arts
- G. A university which includes many of the above colleges
- H. Some other type of college
- I. I have no plans regarding the type of college I will attend.

238. How old do you expect to be when you get married?

- A. I am already married.
- B. 17 years old or younger
- C. 18 years old
- D. 19 years old
- E. 20 years old
- F. 21 or 22 years old
- G. 23 or 24 years old
- H. 25 or 26 years old
- I. 27 to 29 years old
- J. 30 to 35 years old
- K. 36 or older
- L. I don't expect to marry.

239. If all your plans work out as they should, how much money *per year* would you *expect* to be earning *twenty* years after you graduate from high school?

- A. $2,500 or less
- B. $2,500 to $5,000
- C. $5,000 to $7,500
- D. $7,500 to $10,000
- E. $10,000 to $12,500
- F. $12,500 to $15,000
- G. $15,000 to $17,500
- H. $17,500 to $20,000
- I. $20,000 to $22,500
- J. $22,500 to $25,000
- K. $25,000 or more

240. How much money is the *least* amount of earnings (per year) that would *satisfy* you in the twentieth year after you graduate from high school?

- A. $2,500 or less
- B. $2,500 to $5,000
- C. $5,000 to $7,500
- D. $7,500 to $10,000
- E. $10,000 to $12,500
- F. $12,500 to $15,000
- G. $15,000 to $17,500
- H. $17,500 to $20,000
- I. $20,000 to $22,500
- J. $22,500 to $25,000
- K. $25,000 or more

Go on to the next part.

Part V

Directions: The questions in this part are about your health. Each question has *one answer* and *only one answer. Answer every question.* Now, go ahead and answer the questions.

Health

241. How many different times have you been sick in bed (as much as a day) in the past year?

- A. None
- B. One or two
- C. Three or four
- D. Five or six
- E. Seven or eight
- F. Nine or more

242. What is the *longest* period of time that you have ever been in bed for sickness or an accident?

- A. Up to one week
- B. Up to one month
- C. Up to three months
- D. Up to six months
- E. Up to one year
- F. More than one year

243. Which one of the following best describes your usual health in the last three years?

- A. Excellent
- B. Very good
- C. Good
- D. Average
- E. Poor
- F. Very poor

244. Which one of the following best describes your usual health before you were ten years old?

- A. Excellent
- B. Very good
- C. Good
- D. Average
- E. Poor
- F. Very poor

Go on to the next page.

245. How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

246. *On the average*, about how many hours do you sleep each night?

- A. About six or less
- B. About seven
- C. About eight
- D. About nine
- E. About ten
- F. About eleven or more

247. How late do you usually stay up on **weekends**?

- A. 9 P.M. or earlier
- B. 10 P.M.
- C. 11 P.M.
- D. 12 Midnight
- E. 1 A.M.
- F. 2 A.M. or later

Items 248-283. For the following questions, mark your answers as follows:

- A. Yes
- B. No

248. Do you wear glasses all the time?
249. Do you have trouble seeing things from a distance?
250. Do you wear glasses for special purposes (reading, TV, etc.)?
251. Do you have trouble hearing people talk?
252. Are you hard of hearing?
253. Do you wear a hearing aid?
254. Are you able to speak clearly all of the time?
255. Is your speech easily understood?
256. Do you have more trouble with your skin than others your own age?
257. Do you have more trouble with the skin on your face than others your own age?
258. Have you ever been knocked unconscious?
259. Do you have normal use of both your legs?
260. Do you have normal use of both your arms?
261. Do you have normal use of both your hands?
262. Do you have trouble with your back or spine?
263. Do you have frequent stomach trouble or indigestion?
264. Have you ever worn a shoulder brace, corrective shoes, leg brace, or any other appliance?
265. Have you ever had mumps?
266. Have you ever had rheumatic fever?
267. Have you ever had asthma?
268. Have you ever had hay fever?
269. Has a doctor ever told you that you have an allergy?
270. Has a doctor ever told you that you have heart trouble?
271. Have you ever had infantile paralysis (polio)?
272. Have you had frequent sore throats?
273. Have you ever had severely aching joints?
274. Do you often get severe headaches?
275. Have you ever had spells of dizziness and faintness?
276. Do you often get aches and pains even when you are not sick enough to see a doctor?
277. Do you catch colds very often?
278. Do you have trouble getting rid of a cold?

Items 279-283. Did health reasons **are** you required to do the following:

279. Follow a special diet as prescribed by a doctor?
280. Get more sleep than others your age?
281. Avoid too much physical exertion or strenuous exercise?
282. Take special exercises?
283. Take medicine or pills prescribed by a doctor?

Awards

Items 284-291. For each of the following, how many awards or competitions have you won since you started the ninth grade? *Do not include awards or competitions which is included only a single class or grade in school. Count activities which were on a school, city-wide, state-wide or national level. Mark your answers as follows:*

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five or more

284. Science
285. Mathematics
286. Foreign languages
287. Writing, debate, or oratory
288. Art
289. Music
290. Athletics
291. Activities, such as student government, Boy Scouts or Girl Scouts, YMCA or YWCA, etc.

Driving

292. How old were you when you learned to drive a car?

- A. I do not know how to drive a car.
- B. 13 or younger
- C. 14
- D. 15
- E. 16
- F. 17 or older

293. About how many times in the past **6 months** have you driven or ridden on a motorcycle?

- A. None
- B. About 1 to 4 times
- C. About 5 to 9 times
- D. About 10 to 19 times
- E. About 20 to 29 times
- F. About 30 times or more

294. On the average, how many times a **week** during the past school year have you driven a car (for purposes other than work)? *Count evening dates and driving to school as separate occasions.*

- A. None
- B. Less than one time, on the **average**
- C. One or two times
- D. Three to five times
- E. Six to nine times
- F. Ten or more times

295. Do you have a car of your own, or one that is mostly for your use?

- A. Yes
- B. No

Go on to the next page.

296. Did you take driver training at school?

- A. Yes
- B. No, this course is not available.
- C. No, although the course is available.
- D. No, but I expect to take the course in a later grade.

Go on to the next part.

Part VI: PLANS

Directions: The questions in this part are about your plans for the future. Each question has *one answer and only one answer*. Answer each question sincerely and thoughtfully. *Answer every question even if your plans are not definite.* Now, go ahead and answer the questions.

Education

The next questions are about your plans for education after high school. Please remember that education after high school can be any one of the following:

Vocational Schools: such as schools for barbers, beauticians, electricians, mechanics, technicians, etc. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Vocational Schools.

Business or Commercial Schools: such as secretarial, stenotyping, or bookkeeping schools. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Business or Commercial Schools.

Junior College: a two-year college program.

Four-year College: has programs leading to a degree, such as Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc.

Now, go ahead and answer the questions.

297. Do you think you will quit high school before you graduate?

- A. I definitely will leave.
- B. I am almost sure to leave.
- C. I am likely to leave.
- D. I am *not* likely to leave.
- E. I definitely will *not* leave.

298. After you leave high school, *are* you likely to go to a vocational school?

- A. I definitely will go.
- B. I am almost sure to go.
- C. I am likely to go.
- D. I am *not* likely to go.
- E. I definitely will *not* go.

299. After you leave high school, *are* you likely to go to a business or commercial school?

- A. I definitely will go.
- B. I am almost sure to go.
- C. I am likely to go.
- D. I am *not* likely to go.
- E. I definitely will *not* go.

300. After you leave high school, are you likely to go to a junior college or a four-year college *part-time*?

- A. I definitely will go.
- B. I am almost sure to go.
- C. I am likely to go.
- D. I am *not* likely to go.
- E. I definitely will *not* go.

301. After you leave high school, are you likely to go to a junior college or a four-year college *full-time*?

- A. I definitely will go.
- B. I am almost sure to go.
- C. I am likely to go.
- D. I am *not* likely to go.
- E. I definitely will *not* go.

302. Which type of college are you more likely to attend?

- A. Four-year college
- B. Junior college
- C. I don't know which I will attend.
- D. I don't expect to go to college.

303. When do you plan to start college?

- A. I don't plan to go to college.
- B. I plan to start college right after high school.
- C. I plan to start college after completing military service.
- D. I plan to start college after I have worked for a few years.
- E. I may go to college sometime in the future, but my plans are not definite.

304. What is the greatest amount of education you expect to have during your life?

- A. I don't expect to finish high school.
- B. I expect to graduate from high school.
- C. I expect to obtain vocational, business school, or junior college training.
- D. I expect to obtain some (less than 4 years) regular college training.
- E. I expect to graduate from a regular four-year college.
- F. I expect to study for advanced college degrees.

305. Have you taken, or do you expect to take, the National Merit Scholarship tests?

- A. No, I have not taken, nor do I expect to take these tests.
- B. Yes, I expect to take these tests.
- C. Yes, I have taken these tests.

306. If there were no other way for you to attend college, would you be willing to take out a loan which you would have to pay back after you graduate?

- A. Yes
- B. No

Go on to the next page.

Items 307-318. If you are not planning college, or if you think you might not go, how important would each of the following be in changing your mind in favor of going to college?

If you are planning college, or if you think you may go, how important to you is each of the following as a reason for going to college?

Mark your answers as follows:

1 A. Extremely important
2 B. Very important
3 C. Important
4 D. Neither important nor unimportant
5 E. Unimportant
6 F. Not a reason

307. A college degree is necessary for the kind of work I want to do.
308. My father wants me to go to college.
309. My mother wants me to go to college.
310. I would be able to earn more money as a college graduate.
311. I want to learn more about the careers I might enter.
312. I want to meet the kind of person I would like to marry.
313. I enjoy learning.
314. My teachers think that I should go to college.
315. I expect to get into college athletics.
316. Many of my friends are going to college.
317. I want to participate actively in college social life.
318. I want to make good personal contacts for business or an occupation.

Items 319-332. If you are planning college, or if you think you may go, how important would each of the following be in changing your mind about going to college?

If you are not planning college, or if you think you might not go, how important to you is each of the following as a reason for not going to college?

Mark your answers as follows:

1 A. Extremely important
2 B. Very important
3 C. Important
4 D. Neither important nor unimportant
5 E. Unimportant
6 F. Not a reason

319. A college education would not help me to do the things that I am most interested in.
320. I want to get a job and start earning a living as soon as possible.
321. I need to start earning a living in order to support myself.
322. It would cost more than my parents can afford.
323. It would cost more than my parents are willing to pay.
324. I would rather get married.
325. My high school grades are too low.
326. I don't like to study.
327. I don't think I have the ability.
328. It would cost more than it is worth to me.
329. My mother does not want me to go.
330. My father does not want me to go.
331. Most of my friends will not go to college.
332. I probably would not use a college education on a job.

Items 333-336. For each of the following statements indicate how much you agree or disagree. Mark one of the following choices for each statement.

1 A. Agree strongly
2 B. Agree
3 C. Neither agree nor disagree
4 D. Disagree
5 E. Disagree strongly

333. Success in life depends upon ability and effort, not how much education one has.
334. Girls should go to college only if they plan to use their education on a job.
335. More girls should go to college because the country is going to need more trained women to fill important jobs.
336. It is not necessary to have a college education in order to earn a good salary or be a leader in the community.

337. How much education do your parents or guardians want you to have?

1 A. They don't care whether I stay in high school.
2 B. High school only.
3 C. Vocational school, business school, or junior college.
4 D. A college degree.
5 E. Professional or graduate school.
6 F. I don't know.

338. How much education are most of your friends planning to obtain?

1 A. They are planning to quit high school.
2 B. They are planning to complete only high school.
3 C. They are planning to obtain vocational school, business school, or junior college training.
4 D. They are planning to obtain four-year college training.
5 E. They are planning to obtain professional or graduate training.
6 F. I don't know.

Military Plans

339. Do you think that you would *like* to make a lifetime career in the military service?

1 A. Like very much
2 B. Like fairly well
3 C. Indifferent
4 D. Dislike a little
5 E. Dislike very much

340. Do you think you *will* make a lifetime career in the military service?

1 A. Definitely will not
2 B. Very unlikely
3 C. Unlikely
4 D. Likely
5 E. Very likely
6 F. Definitely will

Go on to the next page.

341. Under which *one* of the following conditions would you be *most likely* to consider the military service for a lifetime career?

1 A. I would consider it under present conditions.
2 B. If I became eligible for commission as an officer
3 C. If I were given desirable duty or training
4 D. If I advanced rapidly
5 E. If the salary were better
6 F. I would not consider it under any conditions.

Items 342-346. What is the *longest* period of *active* duty time for which you would consider enlisting in each branch of the service? Mark your answers as follows:

1 A. I would not consider enlisting in this branch.
2 B. Six months
3 C. Two years
4 D. Three years
5 E. Four years
6 F. Six years

342. Army
343. Navy
344. Air Force
345. Marine Corps
346. Coast Guard

Occupations

347. How many different occupations have you seriously considered entering?

1 A. None
2 B. One
3 C. Two
4 D. Three
5 E. Four
6 F. Five or more

348. How definite is your present choice of an occupation?

1 A. Completely decided
2 B. Very definite
3 C. Fairly definite
4 D. Fairly indefinite
5 E. Very indefinite
6 F. Completely undecided

349. What grade were you in when you decided upon your present choice of an occupation?

1 A. I have not decided upon an occupation.
2 B. 6th grade or earlier
3 C. 7th or 8th grade
4 D. 9th grade
5 E. 10th grade
6 F. 11th or 12th grade

Items 350-355. How important will each of the following be to you in your choice of a job? Mark your answers as follows:

1 A. Extremely important
2 B. Very important
3 C. Important
4 D. Neither important nor unimportant
5 E. Unimportant
6 F. Not at all important

350. Good income to start or within a few years
351. Job security and permanence
352. Work that seems important to me
353. Freedom to make my own decisions
354. Opportunity for promotion and advancement in the long run
355. Meeting and working with sociable, friendly people

Items 356-361. Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Mark your answers as follows:

1 A. Extremely important
2 B. Very important
3 C. Important
4 D. Neither important nor unimportant
5 E. Unimportant
6 F. Not at all important

356. If I could get better pay at another place
357. If the work was not interesting enough
358. If I could do more important work elsewhere
359. If I had a poor supervisor
360. If I didn't like my co-workers
361. If I did not receive expected promotions or salary increases

Other plans

362. How many children do you expect to have after you marry?

1 A. None
2 B. One
3 C. Two
4 D. Three
5 E. Four
6 F. Five or more

363. How well off financially do you *hope* to be in your lifetime?

1 A. Able to provide the necessities
2 B. Comfortable
3 C. Well-to-do
4 D. Wealthy
5 E. Very wealthy

364. How well off financially do you really *expect* to be in your lifetime?

1 A. Barely able to make a living
2 B. Able to provide the necessities
3 C. Comfortable
4 D. Well-to-do
5 E. Wealthy
6 F. Extremely wealthy

Go on to the next page.

365. For a man who has a wife and children, having a life insurance policy is

1 A. extremely important.
2 B. very important.
3 C. important.
4 D. neither important nor unimportant.
5 E. unimportant.
6 F. not at all important.

366. Compared to your (or your future husband's) yearly salary, what is the *greatest* amount of life insurance you expect (or expect him) to have within ten years after you complete high school?

A. Up to an amount equal to ½ my (his) yearly salary
B. Up to an amount equal to my (his) yearly salary
C. Up to an amount equal to twice my (his) yearly salary
D. Up to an amount equal to three times my (his) yearly salary
E. Up to an amount equal to four or more times my (his) yearly salary
F. I do not expect (or expect him) to have a life insurance policy.

367. Compared to your (or your future husband's) monthly salary, what is the *least* amount of money you expect (or expect him) to have in a savings account in the tenth year after you complete high school?

1 A. I do not expect (or expect him) to have a savings account.
2 B. One month's salary or less
3 C. Up to 3 months' salary
4 D. Up to 6 months' salary
5 E. Up to 1 year's salary
6 F. More than 1 year's salary

368. Compared to your (or your future husband's) monthly salary, what is the *least* amount of money you expect (or expect him) to have invested in securities (stocks or bonds) in the tenth year after you complete high school?

A. I do not expect (or expect him) to have invested in securities (stocks and bonds).
B. One month's salary or less
C. Up to 3 months' salary
D. Up to 6 months' salary
E. Up to 1 year's salary
F. More than 1 year's salary

369. Compared to your (or your future husband's) monthly salary, how much money do you expect (or expect him) to have invested in real estate? *Do not include your own home.*

1 A. I do not expect (or expect him) to have invested in real estate, other than purchasing our own home.
2 B. Up to an amount equal to my (his) monthly salary
3 C. Up to an amount equal to 3 months' salary
4 D. Up to an amount equal to 6 months' salary
5 E. Up to an amount equal to 1 year's salary
6 F. More than 1 year's salary

370. Which *one* of the following tells *best* how you expect to pay for things you buy after you have started to earn a living?

1 A. I expect always to pay cash for everything I buy.
2 B. I expect to pay cash for everything except large purchases, such as a house, a car, etc.
3 C. I expect to make large purchases (house, car, etc.) and some smaller purchases on the installment plan.
4 D. I expect to buy many things on the installment plan.
5 E. I expect to buy almost everything (except needs such as food, rent, etc.) on the installment plan.

371. Which *one* of the following statements tells *best* what you do about saving?

1 A. I save every cent I can, even if I have to do without some things I need.
2 B. I save whatever remains after I have bought most of the things I want.
3 C. I save a definite amount and spend whatever remains.
4 D. I save only after I have bought everything I want.
5 E. I save little or nothing.

372. Which *one* of the following statements tells *best* what you expect to do about saving for the first 5 years after you start to earn a living?

1 A. I expect to save every cent I can, even if I have to do without some things I need.
2 B. I expect to save whatever remains after I have bought most of the things I want.
3 C. I expect to save a definite amount and spend whatever remains.
4 D. I expect to save only after I have everything I want.
5 E. I don't expect to save very much when I start earning a living.
6 F. I do not expect to save anything.

373. Among the following, what is the *one most important* thing for which you are now saving?

1 A. College
2 B. Marriage
3 C. A car
4 D. Clothes or recreational equipment
5 E. Something not listed above
6 F. I am not saving now.

374. Among the following, what is the *one most important* thing for which you expect to save after completing your education?

1 A. A house or furniture
2 B. A car
3 C. Investment
4 D. Marriage or family
5 E. Something not listed above.
6 F. I do not expect to save.

Turn the page and go on to the next part.

Part VII: PLANS FOR COLLEGE

Directions: *These questions must be answered only by 11th and 12th grade students.* If you are in the 9th or 10th grade *skip to question 395.*

If you definitely will not go to college (that is, if you marked E for questions 300 *and* 301) *skip to question 395.* However, if there is any possibility that you will go to college (that is, if you marked A, B, C, or D to question 300 *or* 301) answer the following questions. Answer every question even if your answer is not definite.

Cost of college

375. If there were no other way for you to attend any college, what is the largest amount of money you would be willing to borrow for any one year of college? *Assume that you would have to repay the loan after completing college.*

1 A. I would not borrow to attend college.
2 B. About $250 each year
3 C. About $500 each year
4 D. About $750 each year
5 E. About $1000 each year
6 F. More than $1000 each year

376. If there were no other way for you to attend college, what is the largest amount of money you would be willing to borrow in order to complete a four-year college degree?

1 A. I would not borrow to attend college.
2 B. Up to $1000
3 C. Up to $2000
4 D. Up to $3000
5 E. Up to $4000
6 F. More than $4000

377. If you were to borrow for college, for each $1000 borrowed which of the following plans would you prefer for repaying the loan after college (interest not included)?

1 A. I would not borrow to attend college.
2 B. Twenty years at $50 a year
3 C. Ten years at $100 a year
4 D. Five years at $200 a year
5 E. Two years at $500 a year
6 F. One year at $1000 a year

378. If you were to borrow for college, what is the *largest amount of money* you would prefer to repay each year after college?

A. I would not borrow to attend college.
B. Up to $100 a year
C. Up to $200 a year
D. Up to $300 a year
E. Up to $500 a year
F. More than $500 a year

379. If there were no other way for you to attend any college, what is the *largest percentage of interest* you would be willing to pay in order to obtain a loan?

2 A. I would borrow only if no interest is charged.
3 B. I would pay as much as 2% interest.
4 C. I would pay as much as 3% interest.
5 D. I would pay as much as 5% interest.
6 E. I would pay more than 5% interest.
1 F. I would not borrow to attend college.

380. If you were to borrow for college, you might have to pay interest on the loan. The following shows the amount of money that interest would cost you at 3 per cent on a $1000 loan for different lengths of time. What period of time would you prefer to take to repay the loan, in annual installments after college, considering the amount that interest would cost you?

1 A. I would not borrow to attend college.
2 B. One year: total cost of interest—$30
3 C. Two years: total cost of interest—$45
4 D. Five years: total cost of interest—$90
5 E. Ten years: total cost of interest—$165
6 F. Fifteen years: total cost of interest—$240

381. The following shows the amount of money that interest would cost at 6 per cent interest on a $1000 loan for different lengths of time. What period of time would you prefer to take to repay the loan after college, considering the amount that interest would cost you?

1 A. I would not borrow to attend college.
2 B. One year: total cost of interest—$60
3 C. Two years: total cost of interest—$90
4 D. Five years: total cost of interest—$180
5 E. Ten years: total cost of interest—$330
6 F. Fifteen years: total cost of interest—$480

382. How much money will you need to complete one year of college? *Do not count living expenses. Include only the cost of tuition, books, and fees. Include the full amount even if you expect to obtain some of the money from scholarships or other sources.*

1 A. Less than $200
2 B. $200 to $399
3 C. $400 to $599
4 D. $600 to $799
5 E. $800 to $999
6 F. $1000 or more

383. How much money do you expect you will need for living expenses in your first year of college? *Include the cost of room, board, spending money, travel, etc. Include all expenses.*

1 A. Less than $500
2 B. $500 to $999
3 C. $1000 to $1499
4 D. $1500 to $1999
5 E. $2000 to $2499
6 F. $2500 or more

Go on to the next page.

TABLE 14 (continued)

Items 384-389. What per cent of the money you will need for college do you expect to get from each of the following sources? *Choose the closest answer.* Mark your answers as follows:

A. 0 per cent
B. 20 per cent
C. 40 per cent
D. 60 per cent
E. 80 per cent
F. 100 per cent

384. Loans from college loan funds
385. Loans from other sources (family, friends)
386. Scholarships
387. Parents
388. Savings from part-time or summer work (while in high school or earlier)
389. Part-time or summer jobs while attending college

Other College Plans

390. To how many colleges have you made application?

A. I have not made application to any college.
B. One
C. Two
D. Three
E. Four
F. Five or more

391. How far from your home is the college you expect to attend?

A. Within commuting distance from my home
B. Too far to commute, but within 200 miles
C. More than 200 miles, but less than 500 miles
D. More than 500 miles
E. I have no plans regarding which college I will attend.

392. How close to your home is a college for which you are *eligible*?

A. Within commuting distance from my home
B. Too far to commute, but within 200 miles
C. More than 200 miles, but less than 500 miles
D. More than 500 miles
E. I don't know.

393. Where do you expect to live while attending college?

A. At home with my family
B. In a dormitory at the college or university
C. Away from home, with friends or relatives
D. Away from home, in a room or apartment near the college or university
E. Someplace not mentioned above
F. I have no plans regarding where I will live while I am at college.

394. Which *one* of the following *best* describes the college you expect to attend?

A. A city-supported college
B. A state-supported college
C. A privately supported church-related college
D. A privately supported independent college
E. Some other type of college
F. I have no plans regarding the type of college I will attend.

Go on to the next part.

Part VIII: PARAGRAPHS

395. Turn your answer sheet (Answer Sheet B 2) to Side 1. Starting where it says "Question 395. START HERE," write a paragraph on the following topic:

"My views about an ideal occupation."

(Describe what you would most like to do with your life.)

Continue on the back of the answer sheet if necessary.

396. On your other answer sheet (Answer Sheet B 1), turn to Side 1. Starting where it says "Question 396: START HERE," write a paragraph on the following topic:

"What high school means to me."

Continue on the back of the answer sheet if necessary.

Go back and work on any part of this booklet if you have any time left.

TABLE 15

Student Information Blank Composites

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Weight ** w'	Scoring formula	Possible range of scores
D-802	H.S. curriculum	1	91	A	0		Σw	0-1
				B	1			
				C	0			
				D	0			
				E	0			
				F	0			
				Omit	-			
				MD	-			
F-803	H.S. courses taken	7	91	A	4		Σw	0-90
				B	10			
				C	2			
				D	0			
				E	0			
				F	3			
				Omit	-			
				MD	-			
			98-99 104-105	A	0			
				B	4			
				C	8			
				D	10			
				E	12			
				F	16			
				Omit	0			
				MD	-			
			101-101	A	0			
				B	2			
				C	4			
				D	5			
				E	6			
				F	8			
				Omit	0			
				MD	-			
P-820	H.S. grades	7	106-110 113	A	100	2	$\frac{\Sigma w}{\Sigma w'}$	0-50
				B	80	2		
				C	60	2		
				D	40	2		
				E	20	2		
				F	0	2		
				Omit	0	0		
				MD	-	-		

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Weight ** w'	Scoring formula	Possible range of scores
			112	A	50	1		
				B	40	1		
				C	30	1		
				D	20	1		
				E	10	1		
				F	0	1		
				Omit	0	0		
				MD	-	-		
F-822	Guidance received in H.S.	10	114-117 125-126	A	0		Σw	0-80
				B	4			
				C	5			
				D	6			
				E	7			
				F	8			
				Omit	0			
				MD	-			
			118-121	A	0			
				B	0			
				C	5			
				D	6			
				E	7			
				F	8			
				Omit	0			
				MD	-			
F-823	Guidance received elsewhere	6	122-124 127-129	A	0		Σw	0-30
				B	1			
				C	2			
				D	3			
				E	4			
				F	5			
				Omit	0			
				MD	-			
P-827	Study habits & attitudes	16	97	A	0	2	$\frac{\Sigma w}{\Sigma w'}$	0-40
				B	8	2		
				C	24	2		
				D	40	2		
				E	56	2		
				F	80	2		
				Omit	0	0		
				MD	-	-		

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Weight ** w'	Scoring formula	Possible range of scores
			69-71		0	1		
			73-78	A-E	10	1		
			80-81	or	20	1		
			85-86	E-A	30	1		
			88		40	1		
				Omit	0	0		
				MD	-	-		
			65	A	40	1		
				B	30	1		
				C	20	1		
				D	10	1		
				E	0	1		
				Omit	0	0		
				MD	-	-		
P-828	Self-perception of writing skills	4	66		0	1	$\frac{\Sigma w}{\Sigma w'}$	0-40
			72	A-E	10	1		
			79	or	20	1		
			82	E-A	30	1		
					40	1		
				Omit	0	0		
				MD	-	-		
P-829	Self-perception of reading skills	6	67		0	1	$\frac{\Sigma w}{\Sigma w'}$	0-40
			83-84	A-E	10	1		
			87	or	20	1		
			89-90	E-A	30	1		
					40	1		
				Omit	0	0		
				MD	-	-		
F-830	Amount of extra-curricular reading	5	56	A	0		Σw	0-90
				B	10			
				C	20			
				D	30			
				E	40			
				F	50			
				Omit	0			
				MD	-			
			58-61	A	0			
				B	4			
				C	5			
				D	6			
				E	7			
				F	10			
				Omit	0			
				MD	-			

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Weight ** w'	Scoring formula	Possible range of scores
P-831	Variety of extra-curricular group activities (except sports)	10	1-10	A	100	1	$\frac{\Sigma w}{\Sigma w'}$	0-100
				B	100	1		
				C	100	1		
				D	100	1		
				E	100	1		
				F	0	1		
				Omit	0	0		
				MD	-	-		
F-832	Degree of participation in extra-curricular activities (except sports)	10	1-10	A	10		Σw	0-100
				B	3			
				C	6			
				D	2			
				E	1			
				F	0			
				Omit	0			
				MD	-			
F-833	Variety of hobbies (except sports)	15	14-26 28	A	100	1	$\frac{\Sigma w}{\Sigma w'}$	0-100
				B	100	1		
				C	100	1		
				D	100	1		
				E	0	1		
				Omit	0	0		
				MD	-	-		
			30	A	100	1		
				B	100	1		
				C	100	1		
				D	100	1		
				E	100	1		
				F	0	1		
				Omit	0	0		
				MD	-	-		
F-834	Degree of activity in hobbies (except sports)	15	14-26 28	A	6		Σw	0-90
				B	4			
				C	2			
				D	1			
				E	0			
				Omit	0			
				MD	-			
			30	A	6			
				B	5			
				C	3			
				D	2			
				E	1			
				F	0			
				Omit	0			
				Md	-			

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Scoring formula	Possible range of scores
F-835	Participation in sports	4	27	A	6	Σw	0-24
				B	4		
				C	2		
				D	1		
				E	0		
				Omit	0		
				MD	-		
			31-33	A	6		
				B	5		
				C	3		
				D	2		
				E	1		
				F	0		
				Omit	0		
				MD	-		
F-836	Leadership roles	3	11,13	A	0	Σw	0-50
				B	12		
				C	14		
				D	16		
				E	18		
				F	20		
				Omit	0		
				MD	-		
			12	A	0		
				B	6		
				C	7		
				D	8		
				E	9		
				F	10		
				Omit	0		
				MD	-		
F-837	Social life	5	51	B	30	Σw	0-83
				C	25		
				D	20		
				E	15		
				F	10		
				A	0		
				Omit	0		
				MD	-		

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Scoring formula	Possible range of scores
			52,55	A	0		
				B	5		
				C	7		
				D	9		
				E	12		
				F	16		
				Omit	0		
				MD	-		
			53	F	0		
				E	4		
				A	7		
				B	9		
				C	11		
				D	15		
				Omit	5		
				MD	-		
			54	A	0		
				B	2		
				C	4		
				D	6		
				E	6		
				F	6		
				Omit	0		
				MD	-		
F-838	Work activities (chores & jobs)	5	34 36-37 49	A	0	Σw	0-34
				B	3		
				C	4		
				D	5		
				E	6		
				F	7		
				Omit	0		
				MD	-		
			35	A	0		
				B	6		
				C	5		
				D	4		
				E	3		
				F	2		
				Omit	0		
				MD	-		

*"Omit" indicates that a given item was not answered by the participant while "MD" stands for missing data and indicates that no information regarding the item is available.
**A dash (-) where the weight is indicated means that the item is unscorable and that any composite into which the item enters cannot be computed and the composite must therefore be treated as missing data.

APPENDIX B
SCHOOL QUESTIONNAIRES

A National Inventory of Aptitudes and Abilities

S C H O O L Q U E S T I O N N A I R E

General School Characteristics

NOTE

The figures in the boxes to the left of each question are the composite percentages for all high schools including public, parochial, and private. The estimates were obtained by approximately weighting of the questionnaire responses of schools participating in Project Talent.

General Directions:

Sections I, II, and III of the questionnaire should be filled out by the principal (or, if not available, the assistant principal or dean) of the school. If desired, Section IV, the checklist of courses offered by the school, may be given to an administrative assistant to fill out. Answers are to be marked directly in the booklet, in the spaces provided.

It is suggested that the principal should review such parts of the questionnaire as are not filled out by him in order to assure himself that no important information has been omitted.

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General Directions:

Place an "X" in the parentheses (X) in front of the answer you choose for each question. Be sure to mark only one answer for each question, unless the question specifically states that you may mark more than one. A few of the questions ask you to write in some numbers. Please write as legibly as possible. If you should choose the option "Other (specify)" for any question, be sure to mark an "X" in the parentheses as well as writing in your answer on the line provided. Thank you.

SECTION I - YOUR SCHOOL
About School Practices, Policies, and Plant.

1. Type of secondary school:

57.1	( ) 1.	General comprehensive high school
.5	( ) 2.	Academic or college preparatory high school only
.1	( ) 3.	School specializing in commercial or office subjects
.1	( ) 4.	School exclusively for superior students
-	( ) 5.	School exclusively for slow learners
.9	( ) 6.	General vocational or trade educational high school
-	( ) 7.	School primarily for special talents (art, music, etc.)
.1	( ) 8.	Military academy
.2	( ) 9.	University school
.2	( ) 10.	School for the deaf
.1	( ) 11.	School for the physically handicapped (other than blind or deaf)
3.4	( ) 12.	Private "Preparatory" school (other than Military Academy)
.3	( ) 13.	School for emotionally disturbed
-	( ) 14.	School exclusively for non-English speaking
.4	( ) 15.	Other (specify)_____
.8	16.	Junior High School

2. Grades included in your school:

33.3	( ) 1.	K-12 or 1-12	5.1	( ) 7.	8-12
-	( ) 2.	6-9	28.4	( ) 8.	9-12
.1	( ) 3.	7-9	6.4	( ) 9.	10-12
-	( ) 4.	7-10	.2	( ) 10.	11-12
12.7	( ) 5.	7-12	-	( ) 11.	11-14
-	( ) 6.	8-11	2.6	( ) 12.	Other specify_____

3. Type of accreditation or official recognition:

2.4	( ) 1.	Regional only	1.3	6.	University
13.3	( ) 2.	State only	.5	7.	Religious
38.5	( ) 3.	Regional and State	.1	8.	City
1.5	( ) 4.	Other (specify)_____	.2	9.	Option 6 & 7
1.0	( ) 5.	None	.5	10.	City and State

4. Does your school system have midyear admission to the first grade in the elementary school?

2.2	( ) 1.	Yes, on a regular basis
5.2	( ) 2.	Only in a few exceptional cases
73.9	( ) 3.	No, not at all
14.7	( ) 4.	Does not apply

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5. Does your school have midyear promotions?

94.9	( ) 1.	Yes
5.1	( ) 2.	No

6. How many school days are there in your school year this year? (Write in on the line below.)

_____ days

7. How many class periods a day does each grade one student usually spend in school?

-	( ) 1.	3 or fewer
3.1	( ) 2.	4
8.3	( ) 3.	5
41.2	( ) 4.	6
29.9	( ) 5.	7
17.1	( ) 6.	8 or more

8. What is the usual length of a class period for grades 9-12?

-	( ) 1.	30 minutes or less
-	( ) 2.	About 35 minutes
9.2	( ) 3.	About 40 minutes
21.1	( ) 4.	About 45 minutes
16.5	( ) 5.	About 50 minutes
53.3	( ) 6.	About 55 minutes or more

9. What size is your average instructional class in science and math (grades 9-12)?

.4	( ) 1.	5 or less	13.0	( ) 7.	21-23
1.3	( ) 2.	6-8	20.8	( ) 8.	24-26
3.8	( ) 3.	9-11	13.1	( ) 9.	27-29
5.5	( ) 4.	12-14	10.5	( ) 10.	30-32
10.1	( ) 5.	15-17	4.7	( ) 11.	33-35
15.0	( ) 6.	18-20	1.7	( ) 12.	36 or more

10. What is your average instructional class size in non-science courses (grades 9-12)?

1.4	( ) 1.	8 or fewer	17.3	( ) 7.	24-26
1.5	( ) 2.	9-11	18.1	( ) 8.	27-29
4.9	( ) 3.	12-14	13.5	( ) 9.	30-32
6.7	( ) 4.	15-17	9.1	( ) 10.	33-35
11.7	( ) 5.	18-20	2.0	( ) 11.	36-38
10.4	( ) 6.	21-23	1.3	( ) 12.	39 or more

11. What is the average amount of homework per day which a student in grades 9-12 in your school is expected to do?

1.3	( ) 1.	Students are not usually given out of class assignments
7.6	( ) 2.	Less than 1 hour
57.9	( ) 3.	1-2 hours
27.1	( ) 4.	2-3 hours
3.5	( ) 5.	3-4 hours
.5	( ) 6.	4-5 hours
.1	( ) 7.	More than 5 hours

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12. How many study halls or periods a week does the average grades 9-12 student in your school have during school hours?

9.1	( ) 1.	None	32.4	( ) 6.	5
.1	( ) 2.	1	3.4	( ) 7.	6
14.0	( ) 3.	2	6.8	( ) 8.	7
5.9	( ) 4.	3	1.1	( ) 9.	8
6.0	( ) 5.	4	13.1	( ) 10.	9 or more

13. For which of the following special groups does your school provide special, separate classes (grades 9, 10, 11, or 12)? Mark as many as apply.

21.8	( ) 1.	Low I.Q. or mentally retarded
1.3	( ) 2.	Behavior or adjustment problems, or record of delinquency
2.7	( ) 3.	Physical handicaps (specify which)_____
3.3	( ) 4.	Non-English speaking
21.1	( ) 5.	Rapid learners
19.3	( ) 6.	Special skills or talents (e.g., art, music, science)
21.4	( ) 7.	Math difficulty
27.8	( ) 8.	Reading difficulty
11.1	( ) 9.	Speech difficulty
34.9	( ) 10.	Special provision for all (other) exceptional children is made within their regular class groups.
26.9	( ) 11.	All (other) exceptional children are integrated into regular classes without special privileges.
7.2	( ) 12.	Other groups (specify)_____ (4.5 = English)

14. Which of the following types of recognition for achievement are available in your school? Mark all that apply.

18.0	( ) 1.	Honors courses or other special classes
40.7	( ) 2.	Privilege of taking additional work
77.1	( ) 3.	Dean's list, honor roll, or other published list
11.1	( ) 4.	National Honor Society or equivalent club
63.4	( ) 5.	Special prizes or awards
10.3	( ) 6.	Other special recognition (specify)_____

15. Does your school provide an accelerated curriculum for superior grades 9-12 students? Mark all that apply.

7.2	( ) 1.	Yes, student classified as "superior" may enter an advanced curriculum in any course.
6.1	( ) 2.	Yes, advanced curricula are available in all courses for students classified as "superior" in that course area.
19.8	( ) 3.	Yes, in one or more science courses for students classified "superior" in science
29.9	( ) 4.	Yes, in one or more math courses for students classified "superior" in math
10.4	( ) 5.	Yes, in one or more language courses for students classified "superior" in language
10.4	( ) 6.	Yes, in one or more courses other than math, science, or languages for students classified "superior" in that course area
41.3	( ) 7.	No

*Responses total more than 100 because of coding.

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16. What opportunity is there for students in your school to obtain advanced placement and/or credit in college?

1.8	( ) 1.	We offer one or more courses that use the syllabuses of the Advanced Placement Program of the College Entrance Examination Board.
7.6	( ) 2.	We offer our own advanced courses to superior students and they take the Advanced Placement Tests of the College Entrance Examination Board.
21.0	( ) 3.	We offer no special advanced courses, but superior students from our school have qualified for advanced placement in college by taking the Advanced Placement Tests of College Entrance Examination Board.
8.8	( ) 4.	Particular colleges that are familiar with our program give advanced placement and/or credit to superior students in certain of their courses for which they feel our program provides satisfactory equivalent instruction.
61.9	( ) 5.	No special opportunity for advanced placement in college is available.

(More than one option marked)

17. What do the grades in subjects generally represent?

32.0	( ) 1.	Primarily level of subject matter achievement
20.4	( ) 2.	Primarily level of achievement relative to the achievement of classmates
19.4	( ) 3.	Primarily achievement in relation to ability
4.2	( ) 4.	Separate grades for achievement and achievement in relation to ability are given for each course.
1.9	( ) 5.	Separate grades are given for achievement and achievement relative to the achievement of classmates for each course.
2.1	( ) 6.	Other (specify)_____

18. What kind of final course grades are given in your school (grades 9-12)? Mark all that apply.

73.1	( ) 1.	Letter grades
34.8	( ) 2.	Numerical grades
3.3	( ) 3.	Pass-Fail; or Pass-Doubtful-Fail; or Excellent-Satisfactory-Unsatisfactory; or similar two or three-category system
6.0	( ) 4.	Written descriptive paragraphs
12.1	( ) 5.	Conference with parent
1.4	( ) 6.	Other (specify)_____

19. What is the principal basis used to assign pupils to most instructional classes in your school (grades 9-12)?

1.6	( ) 1.	Intelligence or aptitude test scores
2.1	( ) 2.	Achievement test scores
11.1	( ) 3.	School marks
5.0	( ) 4.	Judgments of teachers or principal
66.9	( ) 5.	Some combination of the above factors
1.7	( ) 6.	Other (specify)_____
11.6	( ) 7.	No effort is made to assign pupils to particular instructional classes

20. Which of the following statements best describes your school system's summer program (grades 9-12)?

1.3	( ) 1.	Students can take the repeat course only.
5.0	( ) 2.	Students can take as many as two courses, but only repeat work.
2.1	( ) 3.	Certain students can take one course of new work.
6.0	( ) 4.	Certain students can take as many as two courses of new work.
73.6	( ) 5.	There is no summer program in this school system.
4.8	( ) 6.	Other (specify) _____
7.2		Both repeat and new work.

21. Which of the following kinds of grades 9-12 courses are offered by your school system in an organized summer school program?

73.1	( ) 1.	No courses are offered.
1.9	( ) 2.	Non-credit courses only
13.9	( ) 3.	Courses creditable toward high school graduation only
10.9	( ) 4.	Both credit and non-credit courses

22. Which of the following kinds of grades 9-12 courses are offered by your school system as part of an organized adult education program (day and/or evening)? Mark all that apply.

59.2	( ) 1.	No courses are offered.
4.5	( ) 2.	Elementary level courses
8.4	( ) 3.	High school credit courses, non-vocational
7.2	( ) 4.	Credit, vocational courses
34.6	( ) 5.	Non-credit, vocational courses
15.7	( ) 6.	Non-credit courses, non-vocational

23. Does the school system provide for religious education?

19.1	( ) 1.	Yes, within the regular curriculum
7.8	( ) 2.	Yes, by released time, for all pupils
6.3	( ) 3.	Yes, by released time, but pupils are excused from exercises which are alien to their religious tenets.
66.8	( ) 4.	No

24. If a foreign language is studied by a pupil, how many years work is ordinarily required for him to obtain graduation credit for that language?

11.7		None
3.9	( ) 1.	1/2
37.0	( ) 2.	1
.1	( ) 3.	1 1/2
44.8	( ) 4.	2
-	( ) 5.	2 1/2
1.7	( ) 6.	3
.8	( ) 7.	3 1/2 or more

25. In which of the following areas has your grades 9-12 school taken part in a large scale inter-system tryout of a special, experimental curriculum?

3.7	( ) 1.	Math only
2.6	( ) 2.	Science only
.9	( ) 3.	Non-science only
6.5	( ) 4.	Math and science only
1.0	( ) 5.	Math and non-science only
.3	( ) 6.	Science and non-science, not math
6.2	( ) 7.	Math, science, and non-science
78.0	( ) 8.	None

26. In which of the following areas has your grades 9-12 school or school system developed and tried out its own special, experimental curriculum?

7.8	( ) 1.	Math only
3.3	( ) 2.	Science only
3.1	( ) 3.	Non-science only
5.3	( ) 4.	Math and science only
2.1	( ) 5.	Math and non-science only
1.0	( ) 6.	Science and non-science, not math
12.4	( ) 7.	Math, science, and non-science
62.2	( ) 8.	None

27. Which of the following statements best describes the current use (grades 9-12) of teaching machines in your school? (Teaching machines may be thought of as individual self-instructional devices which automatically provide both learning material and answers to student responses. They do not include the usual educational films, slides, educational TV, etc.)

67.1	( ) 1.	They are not now used; no use is foreseen within the next year or so.
14.3	( ) 2.	They are not now used, but plans are being made to experiment with their use during the next year or so.
5.6	( ) 3.	They are now being used sparingly on an experimental basis.
9.5	( ) 4.	They are now being used regularly in a few cases.
2.4	( ) 5.	They are now being used regularly in many instances.
1.1	( ) 6.	Other (specify) _____

28. Which of the following best describes the changes which have occurred in your total grades 9-12, current active enrollment as compared to this time last year?

39.6	( ) 1.	Up, about 1-10%
8.3	( ) 2.	Up, by about 11-20%
3.3	( ) 3.	Up, by 21% or more
31.2	( ) 4.	About the same this year as last year
15.7	( ) 5.	Down, by about 1-10%
.7	( ) 6.	Down, by about 11-20%
1.0	( ) 7.	Down, by 21% or more

29. Estimate the average daily percentage of absenteeism in grades 9-12 in your school over the current school year.

19.3	( ) 1.	2% or less
46.0	( ) 2.	3-5%
25.8	( ) 3.	6-8%
6.8	( ) 4.	9-11%
1.4	( ) 5.	12-14%
.3	( ) 6.	15-17%
.2	( ) 7.	18-20%
-	( ) 8.	21-23%
-	( ) 9.	24-27%
.1	( ) 10.	28% or more

30. Which of the following best describes the tenure situation in your school system?

54.5	( ) 1.	There is no formal tenure system at this time.
3.8	( ) 2.	Tenure is awarded to some teachers, at the discretion of school officials.
5.4	( ) 3.	It is the policy to place teachers on tenure, after a period of time which depends on the case in question.
36.2	( ) 4.	Teachers are automatically placed on tenure after a certain fixed period of time prescribed by school system regulations.

31. In which of the following areas do you feel that your school (grades 9-12) now needs some additional staff members? Mark all that apply.

17.7	( ) 1.	Administrative
25.2	( ) 2.	Supervisory
71.2	( ) 3.	Counseling and guidance
55.3	( ) 4.	Classroom teachers
45.8	( ) 5.	Clerical
22.9	( ) 6.	Janitorial - maintenance

32. About how many books does your school have in its library?

2.5	( ) 1.	Less than 300	8.3	( ) 6.	1500-1799
6.8	( ) 2.	300-599	7.8	( ) 7.	1800-2099
5.3	( ) 3.	600-899	6.6	( ) 8.	2100-2399
8.9	( ) 4.	900-1199	4.5	( ) 9.	2400-2699
7.4	( ) 5.	1200-1499	42.8	( ) 10.	2700 or more

33. About how old is the main building of your school plant?

14.9	( ) 1.	Less than 5 years old	8.4	( ) 6.	25-29 years
12.8	( ) 2.	5-9 years	12.6	( ) 7.	30-34 years
4.1	( ) 3.	10-14 years	9.4	( ) 8.	35-39 years
4.1	( ) 4.	15-19 years	7.0	( ) 9.	40-44 years
9.8	( ) 5.	20-24 years	14.9	( ) 10.	45 years or more

34. About how long since your school plant received its last major renovation? (Include painting if no reconstruction work was done.)

52.9	( ) 1.	Less than 3 years ago	.6	( ) 6.	15-17 years ago
19.7	( ) 2.	3-5 years ago	.2	( ) 7.	18-20 years ago
4.1	( ) 3.	6-8 years ago	.2	( ) 8.	21-23 years ago
3.3	( ) 4.	9-11 years ago	1.0	( ) 9.	24 or more years ago
1.1	( ) 5.	12-14 years ago	14.7	( ) 10.	Has never had a major renovation

35. In which of the following areas does your school have full-time curriculum supervisors? Mark all that apply.

27.6	( ) 1.	Music	19.1	( ) 5.	English
19.3	( ) 2.	Math	12.3	( ) 6.	Foreign language
12.4	( ) 3.	Art	17.9	( ) 7.	History and/or social studies
17.7	( ) 4.	Science	*	( ) 8.	Other (specify) _____

*Not given because of complexity of coding.

36. Which one of the following categories best describes your school?

84.0	( ) 1.	Public
7.2	( ) 2.	Parochial or diocesian
3.7	( ) 3.	Private, religious affiliated
2.1	( ) 4.	Private, not religious affiliated
.9	( ) 5.	Other (specify) _____

37. Does your school system have midyear graduations?

1.2	( ) 1.	Yes, in all or almost all cases
.1	( ) 2.	In elementary schools, but not in high schools
1.3	( ) 3.	In high schools, but not in elementary schools
96.4	( ) 4.	No
.6	( ) 5.	Other (specify) _____

38. Which of the following extra-curricular activities are offered by your school? Mark as many as apply.

70.6	( ) 1.	Student Government
76.2	( ) 2.	School newspaper
67.6	( ) 3.	School magazine and/or annual
92.4	( ) 4.	Inter-school athletics for boys
48.1	( ) 5.	Inter-school athletics for girls
67.1	( ) 6.	Intramural athletics for boys
62.1	( ) 7.	Intramural athletics for girls
69.7	( ) 8.	Orchestra and/or band
77.8	( ) 9.	Glee club
1.2	( ) 10.	Fraternities, sororities, or other social clubs
46.6	( ) 11.	National Honorary Society
58.0	( ) 12.	Subject matter clubs (as math club, music club, Latin club, etc.)
10.9	( ) 13.	Chess club
19.4	( ) 14.	Hobby clubs (as stamp club, model airplane club, Hi-Fi club, etc.)
78.8	( ) 15.	Drama, plays
25.3	( ) 16.	Debate
66.8	( ) 17.	Dances
2.5	( ) 18.	Military cadets
30.8	( ) 19.	Service clubs (as key club, wheel club, Hi-Y, etc.)
10.9	( ) 20.	Honorary clubs (as Iroman club, etc.)
11.7	( ) 21.	Other (specify)

_____

_____

_____

19. Does your school have homogeneous grouping of students into classes, to take care of different ability levels (grades 9-12)?

3.2	( ) 1.	Yes, for all courses
20.7	( ) 2.	Yes, for many courses
30.4	( ) 3.	Yes, for a few courses
43.4	( ) 4.	No

20. How many tracks does your school have in grades 9-12?

17.2	( ) 1.	One track
33.5	( ) 2.	One track with electives
15.2	( ) 3.	Two tracks
20.8	( ) 4.	Three tracks
13.3	( ) 5.	Four or more tracks

21. What is the policy on acceleration in your school?

12.2	( ) 1.	Bright children are permitted to graduate from high school in less than the normal time by taking summer courses.
10.4	( ) 2.	Bright children are permitted to graduate from high school in less than the normal time by taking more than the minimum number of courses during the school year.
.8	( ) 3.	Bright children are permitted to graduate from high school in less than the normal time by taking examinations for credit in courses they have not taken.
72.0	( ) 4.	No acceleration is permitted.
3.5	( ) 5.	Other (specify) _____
1.1	6.	Permitted, means not specified

22. What is the policy in your school regarding promotion of slow learners?

31.9	( ) 1.	The pupil must repeat courses in which he has done failing work.
56.9	( ) 2.	The pupil must repeat courses in which he has done failing work if he wishes to receive credit for them.
2.2	( ) 3.	The policy is 100% promotion.
9.9	( ) 4.	Other (specify) _____

About Your Teaching Staff

43. About how many full-time teachers are on your grades 9-12 teaching staff this school year, not counting counselors and administrative personnel? (Include the number of full-time equivalents of part-time teachers.)

1.0	( ) 1.	2 or fewer
14.0	( ) 2.	3-5
19.8	( ) 3.	6-8
16.4	( ) 4.	9-11
9.7	( ) 5.	12-14
8.6	( ) 6.	15-17
6.2	( ) 7.	18-20
4.3	( ) 8.	21-23
2.6	( ) 9.	24-26
19.4	( ) 10.	27 or more

44. About how many full-time teachers were on your grades 9-12 teaching staff last school year, not counting counselors and administrative personnel? (Include the number of full-time equivalents of part-time teachers.)

1.5	( ) 1.	2 or fewer
16.1	( ) 2.	3-5
19.8	( ) 3.	6-8
16.0	( ) 4.	9-11
9.7	( ) 5.	12-14
7.1	( ) 6.	15-17
5.5	( ) 7.	18-20
3.7	( ) 8.	21-23
3.0	( ) 9.	24-26
18.5	( ) 10.	27 or more

45. About how many part-time teachers are on your grades 9-12 teaching staff on a regular basis? (Do not include substitutes or those employed for less than one school year.)

74.1	( ) 1.	2 or fewer
14.9	( ) 2.	3-5
4.4	( ) 3.	6-8
2.0	( ) 4.	9-11
1.1	( ) 5.	12-14
.9	( ) 6.	15-17
.1	( ) 7.	18-20
.4	( ) 8.	21-23
-	( ) 9.	24-26
2.0	( ) 10.	27 or more

46. About what percentage of your full-time grades 9-12 teachers are men?

4.0	( ) 1.	None
3.8	( ) 2.	5-9%
2.0	( ) 3.	10-14%
5.2	( ) 4.	15-19%
8.1	( ) 5.	20-24%
15.9	( ) 6.	25-29%
59.3	( ) 7.	30-34%
18.5	( ) 8.	35-39%
10.6	( ) 9.	40-44%
3.0	( ) 10.	45-49%
1.0	( ) 11.	50-54%
3.3	( ) 12.	55-59%
	( ) 13.	60-64%
	( ) 14.	65-69%
	( ) 15.	70-74%
	( ) 16.	75-79%
	( ) 17.	80-84%
	( ) 18.	85-89%
	( ) 19.	90-94%
	( ) 20.	95-99%
	( ) 21.	100%

47. About how many full-time, grades 9-12, teachers left your school during the last school year and had to be replaced?

67.9	( ) 1.	0-2
24.3	( ) 2.	3-5
4.9	( ) 3.	6-8
1.4	( ) 4.	9-11
.6	( ) 5.	12-14
.3	( ) 6.	15-17
.2	( ) 7.	18-20
-	( ) 8.	21-23
.2	( ) 9.	24-26
.2	( ) 10.	27 or more

48. About how many of your full-time grades 9-12 teachers have a Bachelor's degree, but not a Master's or a Doctor's degree?

8.1	( ) 1.	0-2
21.9	( ) 2.	3-5
24.9	( ) 3.	6-8
12.5	( ) 4.	9-11
8.0	( ) 5.	12-14
.9	( ) 6.	15-17
4.5	( ) 7.	18-20
2.5	( ) 8.	21-23
2.6	( ) 9.	24-26
9.2	( ) 10.	27 or more

49. About how many of your full-time grades 9-12 teachers have a Master's degree but not a Doctor's degree?

13.7	( ) 1.	None
29.2	( ) 2.	1 or 2
23.1	( ) 3.	3-5
11.0	( ) 4.	6-8
4.7	( ) 5.	9-11
3.3	( ) 6.	12-14
2.4	( ) 7.	15-17
2.4	( ) 8.	18-20
1.6	( ) 9.	21-23
6.5	( ) 10.	24 or more

50. About how many of your full-time grades 9-12 classroom teachers have a Doctor's degree?

94.4	( ) 1.	None
4.0	( ) 2.	1
1.1	( ) 3.	2
-	( ) 4.	3
.2	( ) 5.	4
-	( ) 6.	5
-	( ) 7.	6
-	( ) 8.	7
.1	( ) 9.	8
.1	( ) 10.	9 or more

51. About what percentage of your full-time, grades 9-12, teaching staff is fully certified by your state? (Do not include those holding temporary or provisional certifications.)

2.5	( ) 1.	None
2.0	( ) 2.	1-9%
.9	( ) 3.	10-19%
.5	( ) 4.	20-29%
.6	( ) 5.	30-39%
.4	( ) 6.	40-49%
1.3	( ) 7.	50-59%
2.5	( ) 8.	60-69%
2.3	( ) 9.	70-79%
5.7	( ) 10.	80-89%
18.2	( ) 11.	90-99%
63.2	( ) 12.	All

52. About what percentage of your full-time, grades 9-12, teaching staff currently spend more than half of their teaching time teaching in their major area of preparation?

1.1	( ) 1.	None
.6	( ) 2.	1-9%
.2	( ) 3.	10-19%
.4	( ) 4.	20-29%
.9	( ) 5.	30-39%
1.0	( ) 6.	40-49%
3.9	( ) 7.	50-59%
2.4	( ) 8.	60-69%
6.6	( ) 9.	70-79%
12.3	( ) 10.	80-89%
22.5	( ) 11.	90-99%
47.7	( ) 12.	All

53. About how many of your full-time, grades 9-12, teachers have some graduate training in one or more of the subject matter areas they teach?

3.3	( ) 1.	None
14.6	( ) 2.	1 or 2
27.8	( ) 3.	3-5
16.0	( ) 4.	6-8
9.9	( ) 5.	9-11
6.3	( ) 6.	12-14
3.2	( ) 7.	15-17
2.9	( ) 8.	18-20
2.4	( ) 9.	21-23
13.1	( ) 10.	24 or more

54. How many of your full-time grades 9-12 teachers attended summer school last summer?

76.5	( ) 1.	5 or fewer
14.3	( ) 2.	6-8
4.4	( ) 3.	9-11
3.4	( ) 4.	12-14
2.1	( ) 5.	15-17
1.1	( ) 6.	18-20
.4	( ) 7.	21-23
.2	( ) 8.	24-26
.2	( ) 9.	27-29
.4	( ) 10.	30 or more

55. In which of the following areas have one or more of your full-time teaching staff attended one or more of the Summer Institutes sponsored by the National Science Foundation or the National Defense Education Act of 1958?

6.2	( ) 1.	Math only
19.2	( ) 2.	Science only
1.0	( ) 3.	Counseling and guidance only
2.9	( ) 4.	Science and counseling and guidance only
.8	( ) 5.	Math and [illegible] guidance
20.0	( ) 6.	Both Math and [illegible] only
1.4	( ) 7.	All three areas
43.7	( ) 8.	None of the three areas

56. What is the annual starting salary in your school for male secondary teachers with a Bachelor's degree and no experience?

1.2	( ) 1.	Less than $1000
.7	( ) 2.	$1000-1499
.1	( ) 3.	$1500-1999
2.1	( ) 4.	$2000-2499
12.5	( ) 5.	$2500-2999
19.3	( ) 6.	$3000-3499
24.9	( ) 7.	$3500-3999
30.2	( ) 8.	$4000-4499
6.2	( ) 9.	$4500-4999
1.4	( ) 10.	$5000 or more

57. What is the annual starting salary in your school for female secondary teachers with a Bachelor's degree and no experience?

1.4	( ) 1.	Less than $1000
.4	( ) 2.	$1000-1499
.3	( ) 3.	$1500-1999
2.6	( ) 4.	$2000-2499
13.9	( ) 5.	$2500-2999
29.3	( ) 6.	$3000-3499
34.0	( ) 7.	$3500-3999
12.4	( ) 8.	$4000-4499
4.4	( ) 9.	$4500-4999
.9	( ) 10.	$5000 or more

58. What is the average number of years of full-time teaching experience among your current full-time teaching staff (grades 9-12)?

1.4	( ) 1.	Under 3 years
7.8	( ) 2.	3-5 years
20.3	( ) 3.	6-8 years
27.7	( ) 4.	9-11 years
20.7	( ) 5.	12-14 years
22.1	( ) 6.	15 years or more

SECTION I - YOUR SCHOOL (Cont.)

About Your Students

59. Pupils: Please write in the number of students on the current active roll in your school for the 9th, 10th, 11th, and 12th grades by boys and girls, in the spaces below: (Place a cross (X) in Column II in each case where boys and girls are taught in separate classes:)

I Grade	II Separate Class (X)	III No. of Boys	IV No. of Girls	V Total
9th	( )			
10th	( )			
11th	( )			
12th	( )			
Ungraded	( )			
Postgraduate	( )			
	TOTALS			

60. About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year? (Do not include pupils who started in the lowest grade in your school this year.)

40.8	( )	1. 0-4%	.9	( )	7. 30-34%
22.1	( )	2. 5-9%	.5	( )	8. 35-39%
8.2	( )	3. 10-14%	.4	( )	9. 40-44%
2.0	( )	4. 15-19%	.2	( )	10. 45-49%
2.0	( )	5. 20-24%	.3	( )	11. 50-54%
2.2	( )	6. 25-29%	.1	( )	12. 55% or more

61. About what percentage of the grades 9-12 pupils who attended your school last school year are now attending a different school? (Do not include graduates.)

68.4	( )	1. 0-4%	-	( )	7. 30-34%
22.6	( )	2. 5-9%	1	( )	8. 35-39%
4.4	( )	3. 10-14%	-	( )	9. 40-44%
1.5	( )	4. 15-19%	-	( )	10. 45-49%
1.2	( )	5. 20-24%	4	( )	11. 50-54%
.9	( )	6. 25-29%	-	( )	12. 55% or more

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Questions 62 through 67 refer to the table of percentages below. For each item mark an "X" in the parentheses to show the correct percentage.

About what percentage of your grades 9-12 pupils are in each of the following school programs?

Percentage Category	None	1-	5-	10-	15-	20-	25-	30-	35-	40-	All
		4%	9%	14%	19%	24%	29%	34%	39%	49%	
62. College Prep.	( ) 11.9	( ) 2.3	( ) 7.1	( ) 12.3	( ) 17.2	( ) 11.0	( ) 9.7	( ) 6.3	( ) 5.8	( ) 4.4	( ) 2.3	( ) 9.5
63. Commercial and/or Distributive Educ.	( ) 25.3	( ) 6.4	( ) 18.9	( ) 24.7	( ) 12.8	( ) 4.5	( ) 2.3	( ) .9	( ) .3	( ) .2	( ) .3	-
64. Industrial, Trade and/or Vocational	( ) 15.8	( ) 17.9	( ) 16.2	( ) 10.1	( ) 5.3	( ) 2.5	( ) .3	( ) .2	( ) .1	( ) .2	( ) .3	( ) 1.1
65. Diversified Cooperative Educ.	( ) 80.6	( ) 7.9	( ) 2.6	( ) 1.1	( ) .5	( ) .4	( ) .2	( ) .2	-	-	-	-
66. Agricultural	( ) 14.1	( ) 16.8	( ) 13.4	( ) 5.1	( ) 6.6	( ) 2.5	( ) .1	-	-	-	-	-
67. General Diploma (not one of the above)	( ) 11.9	( ) 4.8	( ) 13.3	( ) 11.1	( ) 8.7	( ) 5.2	( ) 2.6	( ) 1.5	( ) 2.1	( ) 2.0	( ) .3	( ) 18.3
68. Other (not one of the above) Specify _____												
_____												
_____	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
	Percentages omitted because of excessive units.											

69. During the last school year, about what percentage of your students in grades 9-12 were required to appear before juvenile courts for one or more offenses?

88.7%	( )	1. None	1.3	( )	6. 5%
4.7	( )	2. 1%	1.5	( )	7. 6%
20.0	( )	3. 2%	-	( )	8. 7%
1.0	( )	4. 3%	-	( )	9. 8%
4.1	( )	5. 4%	.7	( )	10. 9% or more.

70. About what percentage of all boys who enter your 10th grade drop out before graduation? (Do not include boys who transfer in your calculations.)

66.9	( )	1. 0-9%
22.0	( )	2. 10-19%
7.2	( )	3. 20-29%
2.9	( )	4. 30-39%
.8	( )	5. 40-49%
.2	( )	6. 50% or more.

*Ratio of non-respondents to total respondents on this item.

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71. About what percentage of all girls who enter your 10th grade drop out before graduation? (Do not include girls who transfer in your calculations.)

71.8	( )	1. 0-9%
21.5	( )	2. 10-19%
4.8	( )	3. 20-29%
1.2	( )	4. 30-39%
.5	( )	5. 40-49%
.1	( )	6. 50% or more

72. About what percentage of the boys in your graduating senior class last year went on to college?

3.9	( )	1. None	9.1	( )	7. 50-59%
16.4	( )	2. 0-9%	4.3	( )	8. 60-69%
13.9	( )	3. 10-19%	3.2	( )	9. 70-79%
18.2	( )	4. 20-29%	1.7	( )	10. 80-89%
11.6	( )	5. 30-39%	2.8	( )	11. 90-99%
9.6	( )	6. 40-49%	1.4	( )	12. All

73. About what percentage of the girls in your graduating senior class last year went on to college?

8.1	( )	1. None	7.5	( )	7. 50-59%
11.8	( )	2. 0-9%	4.3	( )	8. 60-69%
17.6	( )	3. 10-19%	3.0	( )	9. 70-79%
17.9	( )	4. 20-29%	.9	( )	10. 80-89%
14.8	( )	5. 30-39%	1.4	( )	11. 90-99%
7.1	( )	6. 40-49%	8.4	( )	12. All

74. Approximately what percentage of your grades 9-12 students go on to get some post high school education or training of some kind other than the usual junior college or 4-year college program? (Do not include military service or post graduate high school work.)

31.1	( )	1. Less than 5%	5.1	( )	6. 25-29%
20.3	( )	2. 5-9%	3.2	( )	7. 30-34%
20.4	( )	3. 10-14%	2.1	( )	8. 35-39%
8.2	( )	4. 15-19%	1.3	( )	9. 40-44%
6.5	( )	5. 20-24%	2.7	( )	10. 45% or more

75. Estimate the percentage of your grades 9-12 students who go on specifically to junior college (whether or not they intend to continue their college work elsewhere, later).

66.8	( )	1. Less than 5%	2.9	( )	6. 25-29%
12.6	( )	2. 5-9%	1.2	( )	7. 30-34%
6.2	( )	3. 10-14%	1.3	( )	8. 35-39%
3.4	( )	4. 15-19%	.7	( )	9. 40-44%
3.6	( )	5. 20-24%	2.1	( )	10. 45% or more

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76. What percentage of your grades 9-12 students are taking some course or special classwork in remedial arithmetic or remedial out studies?

81.8	( )	1. 0-4%
8.6	( )	2. 5-9%
3.2	( )	3. 10-14%
2.0	( )	4. 15-19%
1.3	( )	5. 20-24%
1.0	( )	6. 25% or more

77. What percentage of your grades 9-12 students are taking some course or special classwork in remedial reading and/or remedial English?

77.1	( )	1. 0-4%
11.6	( )	2. 5-9%
5.6	( )	3. 10-14%
2.1	( )	4. 15-19%
1.3	( )	5. 20-24%
2.7	( )	6. 25% or more

78. What percentage of your grades 9-12 students take regular or remedial summer school work?

76.3	( )	1. 0-4%
14.3	( )	2. 5-9%
5.4	( )	3. 10-14%
1.0	( )	4. 15-19%
.3	( )	5. 20-24%
.3	( )	6. 25% or more

79. About what percentage of the grades 9-12 boys in your school are members of fraternities?

90.1	( )	1. 0-4%	.1	( )	7. 30-34%
.6	( )	2. 5-9%	-	( )	8. 35-39%
.4	( )	3. 10-14%	-	( )	9. 40-44%
.1	( )	4. 15-19%	-	( )	10. 45-49%
.3	( )	5. 20-24%	.1	( )	11. 50-54%
.2	( )	6. 25-29%	.2	( )	12. 55% or more

80. About what percentage of the grades 9-12 girls in your school are members of sororities?

97.6	( )	1. 0-4%	.1	( )	7. 30-34%
.9	( )	2. 5-9%	.2	( )	8. 35-39%
.3	( )	3. 10-14%	.1	( )	9. 40-44%
.1	( )	4. 15-19%	-	( )	10. 45-49%
.3	( )	5. 20-24%	.1	( )	11. 50-54%
.1	( )	6. 25-29%	.2	( )	12. 55% or more

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81. About what percentage of your grades 9-12 students take new work in summer school?

44.0	( ) 1.	None, because of school policy
45.4	( ) 2.	0-4%
6.0	( ) 3.	5-9%
1.6	( ) 4.	10-14%
1.2	( ) 5.	15-19%
1.8	( ) 6.	20% or more

82. What percentage of your grades 9-12 students are on half-day sessions (i.e., double shifts)?

96.6	( ) 1.	None
2.9	( ) 2.	0-9%
-	( ) 3.	10-19%
-	( ) 4.	20-29%
-	( ) 5.	30-39%
.1	( ) 6.	40-49%
-	( ) 7.	50-59%
-	( ) 8.	60-69%
-	( ) 9.	70-79%
-	( )10.	80-89%
.1	( )11.	90-99%
.4	( )12.	All of them

SECTION II - ITS COMMUNITY

83. Has a citizens group made a study in grades 9-12 of your school in the last three years?

3.5	( ) 1.	Yes, an age-grade study
13.6	( ) 2.	Yes, a study other than age-grade
.6	( ) 3.	No, but an age-grade study is planned for this year or next
4.3	( ) 4.	No, but a study other than age-grade is planned for this year or next
78.2	( ) 5.	No, and no study is currently planned

Note. Adds up to more than 100 because more than one option used.

84. For approximately what percentage of your students in grades 9-12 are both or both parents members of the PTA?

	No PTA				
16.4	( ) 1.	Less than 7%	6.9	( ) 6.	35-41%
17.1	( ) 2.	7-13%	2.9	( ) 7.	42-48%
9.4	( ) 3.	14-20%	8.2	( ) 8.	49-55%
9.1	( ) 4.	21-27%	4.0	( ) 9.	56-62%
7.1	( ) 5.	28-34%	10.2	( ) 10.	63% or more
5.1					

85. On the average, how often does your PTA meet?

.2	( ) 1.	About once a week or oftener	( ) 7.	About once every seven weeks	1.1
1.9	( ) 2.	About once every two weeks	( ) 8.	About once every eight weeks	3.6
.2	( ) 3.	About once every three weeks	( ) 9.	About once every nine or more weeks	3.9
56.3	( ) 4.	About once every four weeks			
2.7	( ) 5.	About once every five weeks	( ) 10.	Only irregularly	1.4
3.6	( ) 6.	About once every six weeks	( ) 11.	There is currently no organized PTA in this school.	23.6

86. Roughly, how old is the average house or apartment house in the area from which most of your school's pupils in grades 9-12 are drawn?

.2	( ) 1.	Less than 5 years old	11.2	( ) 7.	30-34 years old
3.9	( ) 2.	5-9 years old	6.5	( ) 8.	35-39 years old
15.1	( ) 3.	10-14 years old	3.0	( ) 9.	40-44 years old
17.1	( ) 4.	15-19 years old	4.2	( ) 10.	45 or more years old
18.4	( ) 5.	20-24 years old	7.0	( ) 11.	Students are resident students - cannot estimate. -
13.4	( ) 6.	25-29 years old			

87. The residences in the area served by your school are best described as primarily

1.5	( ) 1.	expensive private homes.	.5	( ) 6.	low rental apartments.
53.6	( ) 2.	moderate-priced homes.	10.8	( ) 7.	low income areas.
23.2	( ) 3.	low cost homes.	3.1	( ) 8.	about equally apartments and homes
.5	( ) 4.	high-rental apartments.	6.3	( ) 9.	Students are resident students - cannot estimate.
.5	( ) 5.	moderate-rental apartments.			

90. Pupils attending grades 9-12 in your school come from areas which are most accurately described as primarily

8.2	( ) 1.	urban residential.	12.8	( ) 7.	scattered over the entire city (larger than 5000 people).
1.3	( ) 2.	urban industrial.			
.3	( ) 3.	urban commercial.	24.2	( ) 8.	small town (under 5000 people).
5.9	( ) 4.	suburban residential.	34.9	( ) 9.	rural - farm.
2.0	( ) 5.	suburban industrial.	3.0	( ) 10.	Other (specify) _____
.3	( ) 6.	suburban commercial.	4.2	( ) 11.	Students are resident students - cannot estimate.

91. In dollars per year, what was the average per-pupil expenditure for all purposes in your school system last year (grades 9-12)? (Write in in the blank provided.)

$ _____ per year

92. In dollars per year, what was the average per-pupil expenditure for all purposes in your school last year (grades 9-12)? (Write in in the blank provided.)

$ _____ per year

93. What is the current school tax rate in the community where your school is located? (Write in in dollars per 1000 of evaluation in the blank provided.)

$ _____ per year per 1000 of evaluation

94. What is the current ratio of assessment to property value? (Write in as a percentage in the blank provided.)

35.5 _____ %

95. Approximately what percentage of your grades 9-12 pupils come from homes where one or more languages other than English are regularly spoken?

39.9	( ) 1.	None	1.3	( ) 7.	50-59%
43.5	( ) 2.	0-9%	.2	( ) 8.	60-69%
7.7	( ) 3.	10-19%	.6	( ) 9.	70-79%
3.5	( ) 4.	20-29%	.5	( ) 10.	80-89%
.9	( ) 5.	30-39%	.2	( ) 11.	90-99%
1.0	( ) 6.	40-49%	.2	( ) 12.	All

96. Approximately what percentage of school support is obtained from local (city, county, school district) sources?

16.3	( ) 1.	None	5.1	( ) 7.	50-59%
3.5	( ) 2.	0-9%	6.6	( ) 8.	60-69%
6.7	( ) 3.	10-19%	9.0	( ) 9.	70-79%
11.0	( ) 4.	20-29%	8.2	( ) 10.	80-89%
7.9	( ) 5.	30-39%	6.4	( ) 11.	90-99%
7.0	( ) 6.	40-49%	3.2	( ) 12.	All

Items 99 through 99 refer to the following table. Mark the correct percentage for each item by placing an "X" in the parentheses in the appropriate place in the table.

About what percentage of your grades 9-12 pupils are:

Percentage Category:	None	0- 9	10- 19	20- 29	30- 39	40- 49	50- 59	60- 69	70- 79	80- 89	90- 99	All
95. Spanish or Latin American	( ) 68.3	( ) 27.7	( ) 2.9	( ) .8	( ) .5	( ) .4	( ) .5	( ) .1	( ) .5	( ) -	( ) .3	( ) .2
96. Oriental	( ) 97.2	( ) 12.2	( ) .1	( ) .2	( ) -	( ) .2	( ) .1	( ) -	( ) -	( ) -	( ) -	( ) -
97. American Indian	( ) 86.4	( ) 13.0	( ) 1.7	( ) .4	( ) .1	( ) .1	( ) -	( ) -	( ) -	( ) .1	( ) .2	
98. Negro	( ) 68.2	( ) 28.4	( ) 2.4	( ) .5	( ) .2	( ) .1	( ) -	( ) .1	( ) .1	( ) .1	( ) .3	( ) 7.4
99. Other "Minority" Group (specify) _____	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
_____	Figures not given because of excessive number of omits.											
_____	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

100. Which of the following community facilities are readily available to the students in your school? Mark an "X" for all that apply.

71.3	( ) 1.	Public Library	( ) 10.	Public Recreation Center	43.7
81.5	( ) 2.	Museum	( ) 11.	Public Swimming Facilities	50.2
9.6	( ) 3.	Opera	( ) 12.	Future Nurses Club	19.4
20.2	( ) 4.	Concerts	( ) 13.	Art Gallery	10.2
26.9	( ) 5.	Community Theater, Amateur Theater	( ) 14.	Teen-age Centers	34.4
10.2	( ) 6.	Legitimate Professional Stage	( ) 15.	Future Farmers of America	45.3
			( ) 16.	Future Teachers of America	14.0
71.8	( ) 7.	4-H Club Chapter	( ) 17.	Other (specify)	*
79.5	( ) 8.	Boy Scout Troop or similar group			
43.3	( ) 9.	Girl Scout Troop or similar group			

*Not given because of complexity of coding.

SECTION III - YOU

101. How many years have you been a principal (or assistant principal) in any school?

25.7	( ) 1.	Fewer than 5
24.2	( ) 2.	5-9
19.9	( ) 3.	10-14
9.9	( ) 4.	15-19
8.7	( ) 5.	20-24
11.6	( ) 6.	25 or more

102. How long have you been principal in this school?

17.4	( ) 1.	This is my first year.
12.6	( ) 2.	This is my second year.
8.7	( ) 3.	This is my third year.
18.1	( ) 4.	4-5 years
14.4	( ) 5.	6-10 years
7.9	( ) 6.	11 years
7.7	( ) 7.	12-14 years
5.3	( ) 8.	15-17 years
3.4	( ) 9.	18-20 years
4.4	( ) 10.	21 years or more

103. How old are you?

.2	( ) 1.	24 or younger
3.8	( ) 2.	25-29
12.9	( ) 3.	30-34
15.5	( ) 4.	35-39
14.3	( ) 5.	40-44
16.1	( ) 6.	45-49
18.8	( ) 7.	50-54
11.2	( ) 8.	55-59
4.1	( ) 9.	60-64
2.5	( ) 10.	65-69
.2	( ) 11.	70 or older

104. What is your sex?

88.8	( ) 1.	Male
11.2	( ) 2.	Female

105. How many years of teaching experience did you have prior to taking your present position? (Include all years of full-time teaching and all full time years of part teaching - part administration or supervision. Do not include years as full-time administrator or supervisor in previous schools.)

19.6	( ) 1.	Fewer than 5
27.3	( ) 2.	5-9
19.1	( ) 3.	10-14
13.5	( ) 4.	15-19
10.0	( ) 5.	20-24
10.5	( ) 6.	25 or more

106. What is the highest earned college degree you hold?

.2	( ) 1.	No college degree
-	( ) 2.	Junior college or less-than-four-year teachers college degree
16.7	( ) 3.	Bachelor's degree or four-year teachers college degree
71.1	( ) 4.	Master's degree
9.1	( ) 5.	Professional Diploma (Master's + 30 graduate hours)
2.3	( ) 6.	Doctor's degree
.4	( ) 7.	Other (specify) _____

107. About how many credit hours in education courses do you have?

1.6	( ) 1.	0-9
1.3	( ) 2.	10-19
8.4	( ) 3.	20-29
23.2	( ) 4.	30-39
20.9	( ) 5.	40-49
46.4	( ) 6.	50 or more

108. Which of the following honorary degrees do you hold if any?

99.3	( ) 1.	No honorary degree
.1	( ) 2.	Litt. D. (Doctor of Literature or Letters)
.2	( ) 3.	Ll. D. (Doctor of Laws)
-	( ) 4.	D. Sc. (Doctor of Science)
-	( ) 5.	Other (specify) _____
.5	( ) 6.	More than one of the above listed degrees

PROJECT TALENT

A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

Guidance Program

General Directions:

This questionnaire has questions relating to your guidance program and facilities. Place your answers in the booklet. Answer each question as accurately as possible, but do not spend too much time on any one question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

Name of school: _____

City: _____

State: _____

School code number _____

To the Counselor: This questionnaire will be used in connection with Project TALENT. Please complete this form and give it to your principal. For each question, answer as indicated, place an X in the parentheses next to the answer or write your answer in the space provided.

1. Does your school have a guidance program in which one or more persons is officially assigned part or full time to working with individual students?

A. YES

IF YOU ANSWERED YES:

2. How many persons in your school are assigned full time to guidance?

( ) 1. None
( ) 2. 1
( ) 3. 2
( ) 4. 3
( ) 5. 4
( ) 6. 5
( ) 7. 6
( ) 8. 7
( ) 9. 8
( ) 10. 9 or more

3. How many persons in your school devote part-time to guidance?

( ) 1. None
( ) 2. 1
( ) 3. 2
( ) 4. 3
( ) 5. 4
( ) 6. 5
( ) 7. 6
( ) 8. 7
( ) 9. 8
( ) 10. 9 or more

GO ON TO QUESTION 4

IF YOU ANSWERED NO:

2. Have you any plans to install a counseling or guidance program?

( ) 1. Yes, in the near future
( ) 2. Yes, but not for an extended time
( ) 3. No

3. Who is responsible for guidance activities in your school? (Mark one answer.)

( ) 1. No one
( ) 2. A school system counselor
( ) 3. Teachers handle questions brought to them by students.
( ) 4. The principal
( ) 5. Other (specify) _____

4. What is the principal reason that a guidance program has not been established? (Mark one answer.)

( ) 1. Administration has not approved a program
( ) 2. Lack of funds
( ) 3. Other (specify) _____

NOW SKIP TO QUESTION 6, PAGE 9

4. How many years ago did your school organize a guidance program?

( ) 1. Less than 1 year ago (this school year)
( ) 2. 1 year ago
( ) 3. 2 years ago
( ) 4. 3 years ago
( ) 5. 4 years ago
( ) 6. 5 years ago
( ) 7. 6 or 7 years ago
( ) 8. 8 or 9 years ago
( ) 9. 10 to 15 years ago
( )10. 16 years ago or longer

5. How adequate are the facilities for guidance which are available to you? Mark each blank as follows:

1. Unavailable
2. Minimal or inadequate
3. About adequate for present needs
4. Fully meets present needs

a. ____ Private room especially for counseling
b. ____ Testing space
c. ____ File of available tests
d. ____ Space for guidance services
e. ____ Budget for guidance services
f. ____ Appropriate file for confidential records
g. ____ Clerical assistance

6. What facilities for referral are available in your school and community? Place an X in the parentheses for each that applies.

1. Available in our school
2. Available in the school system
3. Available in the community
4. Available only after a long waiting period

	1	2	3	4
a. Psychiatrist	( )	( )	( )	( )
b. Psychologist	( )	( )	( )	( )
c. Social worker	( )	( )	( )	( )
d. Child guidance clinic	( )	( )	( )	( )
e. Speech clinic	( )	( )	( )	( )
f. Reading clinic	( )	( )	( )	( )
g. Other (specify) _____	( )	( )	( )	( )
_____	( )	( )	( )	( )

7. How long do counseling conferences with students last. Please estimate the per cent of conferences that last the following amounts of time.

a. ____$ Less than 20 minutes
b. ____$ 20 - 30 minutes
c. ____$ 31 - 45 minutes
d. ____$ 46 - 60 minutes
e. ____$ More than 1 hour
100$ - Total

8. How frequently do students bring each of these topics to a counselor for discussion or advice? Mark your answers in the spaces below.

1. Very frequently
2. Frequently
3. Occasionally
4. Very rarely
5. Never

a. ____ Dissatisfaction over low grades
b. ____ Students with high grades who want extra academic work
c. ____ Dating problems
d. ____ Personality problems
e. ____ Problems with other students
f. ____ Course planning
g. ____ Vocational planning
h. ____ Plans for further education or training
i. ____ Financial problems in high school
j. ____ Financing education after high school
k. ____ Other (specify) _____

9. Under what conditions are counseling interviews held with individual students? Mark your answers as follows:

1. Yes
2. Under some circumstances, as explained below.
3. No

a. ____ If the student requests it
b. ____ As part of a course in Occupational Planning
c. ____ If a teacher or principal requests it
d. ____ If a parent requests it
e. ____ At the counselor's discretion
f. ____ Periodically with all students
g. ____ Other (specify) _____

10. Under what circumstances are conferences held with parents? Mark your answers as follows:

1. This is not done
2. Routinely
3. For special problems only

a. ____ If the parent requests it
b. ____ If the student requests it
c. ____ If a teacher or principal requests it
d. ____ If a counselor feels it necessary

11. For each of the following, how often does the counselor call the student's parents for a conference? Mark your answers as follows:

1. Always
2. Frequently
3. Occasionally
4. Rarely
5. Never

a. ____ For disciplinary reasons
b. ____ Low grades
c. ____ High grades
d. ____ Personality problems
e. ____ Medical problems
f. ____ Attendance
g. ____ College plans
h. ____ Job plans
i. ____ This is the method used for reporting academic progress
j. ____ Other (specify) _____

12. For each of the following activities, mark your answers as follows:

1. The counselor performs it regularly, as a major responsibility
2. The counselor performs it occasionally, but not regularly
3. The counselor never performs it

a. ____ Counseling with students not getting along with classmates
b. ____ Helping students make the most of their potentialities
c. ____ Assisting students in making valid self-appraisal
d. ____ Administering testing program
e. ____ Teaching
f. ____ Counseling with handicapped
g. ____ Research
h. ____ Non-counseling administrative duties
i. ____ Clerical work
j. ____ Helping individual students plan their high school programs
k. ____ Counseling individual students on college entrance requirements, choice of college, etc.
l. ____ Counseling with individual students on subject-matter difficulties
m. ____ Counseling with individual students achieving below the acceptable scholastic level
n. ____ Counseling with individual students regarding plans for financing college education

Continued on next page.

12.- cont'd.

For each of the following activities, mark your answers as follows:

1. The counselor performs it regularly, as a major responsibility
2. The counselor performs it occasionally, but not regularly
3. The counselor never performs it

o. ____ Counseling individual students on jobs and occupations
p. ____ Helping students find part-time jobs
q. ____ Helping graduates find jobs
r. ____ Counseling with individual students on personal or family problems
s. ____ Identifying seriously disturbed students having severe emotional problems, and referring them elsewhere for help
t. ____ Counseling with disturbed students having emotional problems
u. ____ Counseling with students over minimum age who wish to drop out of school
v. ____ Counseling with students under minimum age who wish to drop out of school
w. ____ Conducting group orientation sessions for new students
x. ____ Conducting group discussions on jobs and occupations
y. ____ Conducting group discussions on colleges and other training after high school
z. ____ Conducting group discussions on adjustment of personality
aa. ____ Conducting group discussions on military obligations
bb. ____ Follow-up work with individuals to determine the results of counseling
cc. ____ Counseling with gifted students
dd. ____ Counseling with students having problems with teachers
ee. ____ Other (specify) _____

13. What is the policy of your school on reporting test results to students' parents?

( ) 1. No reports are given
( ) 2. Only interpretive report given
( ) 3. Test scores are reported in addition to an interpretive report

RECENT CHANGES IN THE PROGRAM

Counseling programs in many schools have undergone a great deal of change in recent years. The following questions are about ways in which the counseling program in your school has changed.

14. Have counseling, guidance, or testing services in your school been increased in recent years?

( ) 1. No
( ) 2. Yes, in the past two years
( ) 3. Yes, since about 3 or 4 years ago
( ) 4. Yes, since about 5 or 6 years ago
( ) 5. Yes, since about 7 to 10 years ago

IF YOUR ANSWER WAS NO, PLEASE SKIP TO NUMBER 16.

15. In which of the following ways has your school's counseling program changed in the last 2 years? Mark an X in the parentheses under Yes or No for each item.

	Yes	No	
a.	( )	( )	We have more full-time counselors.
b.	( )	( )	We have fewer full-time counselors.
c.	( )	( )	We have more part-time counselors.
d.	( )	( )	We have fewer part-time counselors.
e.	( )	( )	Our counselors have received additional training.
f.	( )	( )	Clerical personnel have been added to relieve counselors of these routines.
g.	( )	( )	Our counselors have more personal contact with students.
h.	( )	( )	Our counselors have more personal contact with parents.
i.	( )	( )	We do more follow-up work on students.
j.	( )	( )	We use more standardized tests.
k.	( )	( )	We use fewer standardized tests.
l.	( )	( )	We participate in national testing programs.
m.	( )	( )	We participate in state or regional testing programs.
n.	( )	( )	We maintain more detailed records of students' progress.
o.	( )	( )	We keep fewer records.
p.	( )	( )	We make more effective use of test results.
q.	( )	( )	We have started to keep cumulative records.
r.	( )	( )	We have more referral services available.
s.	( )	( )	We are doing some research.
t.	( )	( )	Other (specify) _____
u.	( )		There has been no change

PLANS FOR EXPANSION

Some schools are planning to expand their counseling facilities in the future. The next questions are about plans for expansion of counseling, guidance, or testing services.

If your school has no plans for expanding these services, please mark No for number 16 and skip to number 20.

16. Is your school planning to expand counseling, guidance, or testing services within the near future?

( ) 1. No
( ) 2. Yes, and will probably get under way within a year
( ) 3. Yes, but will probably not get under way for one or two years
( ) 4. Yes, but will probably not get under way for three or four years
( ) 5. Yes, but will probably not get under way for at least five years

17. To what extent has your school developed plans for expanding guidance facilities? (Mark one.)

( ) 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
( ) 2. Careful consideration is being given to a plan for expansion by administrative authorities.
( ) 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
( ) 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
( ) 5. Expansion of services has been given some thought, but nothing very definite has been done.

18. To what extent has your school developed plans for expanding testing facilities? (Mark one.)

( ) 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
( ) 2. Careful consideration is being given to a plan for expansion by administrative authorities.
( ) 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
( ) 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
( ) 5. Expansion of services has been given some thought, but nothing very definite has been done.

19. Are any of the following included in your plans for expansion? Mark an X in the parentheses under Yes or No for each item.

	Yes	No	
a.	( )	( )	Additional full-time counselors
b.	( )	( )	Additional part-time counselors
c.	( )	( )	More time made available for counseling
d.	( )	( )	Additional clerical staff
e.	( )	( )	Courses in occupational information
f.	( )	( )	Increased use of standardized tests
g.	( )	( )	More extensive follow-up after graduation or withdrawal
h.	( )	( )	More contact with parents
i.	( )	( )	More detailed records of students' performance
j.	( )	( )	Other (specify) _____
k.	( )	( )	_____

THE USE OF TESTS

20. Are standardized tests or inventories used in your school?

( ) 1. Yes
( ) 2. No

IF YOU ANSWERED NO TO THIS QUESTION, SKIP TO NUMBER 27.

21. In what grades does your school give each of the following types of tests to all students. Place an X in the parentheses for each that applies.

	9	10	11	12
a. Individual intelligence test	( )	( )	( )	( )
b. Paper-and-pencil intelligence test	( )	( )	( )	( )
c. Multiple aptitude batteries	( )	( )	( )	( )
d. Standardized achievement tests	( )	( )	( )	( )
e. Interest inventories	( )	( )	( )	( )
f. Personality or adjustment inventories	( )	( )	( )	( )
g. Locally devised system-wide tests or inventories (may include above types)	( )	( )	( )	( )
h. Special aptitude tests - art, music, language, etc.	( )	( )	( )	( )
i. Tests for scholarship competitions	( )	( )	( )	( )
j. Other (specify) _____	( )	( )	( )	( )
_____	( )	( )	( )	( )

22. In what high school subjects are standardized achievement tests given? Mark your answers as follows:

1. Regularly, on schedule
2. Frequently
3. Occasionally
4. Never

a. ___ English
b. ___ Math
c. ___ Physical Sciences
d. ___ Social Sciences
e. ___ Foreign Languages
f. ___ Reading
g. ___ Spelling
h. ___ Other (specify)_____

23. Which of the following kinds of tests are administered to groups of high school students (but not to all students) under special circumstances? Mark Yes for those that apply and No for those that do not.

	Yes	No	
a.	( )	( )	Paper-and-pencil intelligence test
b.	( )	( )	Multiple aptitude batteries
c.	( )	( )	Standardized achievement tests
d.	( )	( )	Interest inventories
e.	( )	( )	Personality or adjustment inventories
f.	( )	( )	Locally devised system-wide tests or inventories
g.	( )	( )	Special aptitude tests - art, music, language, etc.
h.	( )	( )	Tests associated with contests
i.	( )	( )	Employment test batteries
j.	( )	( )	Tests for scholarship competitions
k.	( )	( )	Tests for college entrance
l.	( )	( )	Other (specify)_____
			_____

24. Which of the following kinds of tests are administered to the individual student (but not to all students)? Mark Yes for those that apply and No for those that do not.

	Yes	No	
a.	( )	( )	Individual intelligence test
b.	( )	( )	Projective personality test
c.	( )	( )	Personality or adjustment inventories
d.	( )	( )	Reading tests
e.	( )	( )	Speech tests
f.	( )	( )	Special aptitude tests - art, music, language, etc.
g.	( )	( )	Other (specify)_____
			_____

25. For which of the following purposes are test or inventory results used in your school? Mark Yes for those that apply and No for those that do not.

	Yes	No	
a.	( )	( )	To meet state requirements
b.	( )	( )	To aid in establishing homogeneous classes according to ability in each subject
c.	( )	( )	To aid in establishing homogeneous groups or tracks in each grade
d.	( )	( )	To aid in placing students in the various curricula (business, vocational, college preparatory)
e.	( )	( )	As a screening device for admission to your school
f.	( )	( )	For comparison of your school with others in the nation
g.	( )	( )	As measure of achievement during the year
h.	( )	( )	To evaluate curricula
i.	( )	( )	To measure the students' growth
j.	( )	( )	To measure the school's growth
k.	( )	( )	To help the student gain a better understanding of himself
l.	( )	( )	As an aid in counseling
m.	( )	( )	Other (specify)_____

_____

26. To what extent are test or inventory results used for each of these purposes? Mark your answers as follows:

1. Very frequently
2. Frequently
3. Occasionally
4. Never

a. ___ To diagnose reading, arithmetic, spelling, or other learning difficulties

b. ___ To diagnose personality or adjustment difficulties

c. ___ To advise the students on choice of specific high school curriculums

d. ___ To advise the students on choice of specific high school subjects

e. ___ For diagnosis of underachievers or other scholastic problems

f. ___ To counsel potential high school dropouts

g. ___ As a basis for recommending transfer to schools for special abilities (vocational, art, music, etc.)

h. ___ As an aid in placing students in jobs

i. ___ As an aid for recommending students for jobs

j. ___ As a basis for recommending transfer to schools for mental defectives

k. ___ To provide information to professional workers (social workers, physicians, welfare agencies, etc.) concerned with the student's welfare

l. ___ To provide information to students on their potentiality for college

m. ___ To provide information to students on which they may base their choice of a college curriculum

n. ___ To provide information to students on their occupational potential

26. Cont'd.

o. ___ To provide information to students on their personality and adjustment

p. ___ To aid in interpreting the student's needs to his teachers

q. ___ To provide information on the student to prospective employers

r. ___ To provide information on the student to colleges or other post high school educational institutions

s. ___ To provide information to scholarship granting agencies

t. ___ To provide information to the student for self-appraisal

u. ___ Other (specify)_____

_____

27. Does your school have available the following materials for the students' use? Mark your answers as follows:

1. No
2. Yes, but minimal or inadequate
3. Yes, fairly complete, up-to-date, and well organized
4. Yes, very complete, up-to-date, and well organized

a. ___ Catalogs of colleges within commuting distance

b. ___ Catalogs of colleges beyond commuting distance

c. ___ Catalogs for vocational or industrial schools

d. ___ Printed matter about scholarships, loan plans, etc.

e. ___ Printed matter about military service

f. ___ Printed matter about occupational opportunities

g. ___ Printed matter about recreational and cultural opportunities in the community

h. ___ Printed matter about placement organizations (e.g., NMSC)

i. ___ Other (specify)_____

_____

28. Which of the following methods are used to present information to students on colleges, scholarships, military, and occupational opportunities? Place an X in the appropriate parentheses to indicate your answer.

	Col	Sch	Mil	Occ	
a.	( )	( )	( )	( )	Talks by the counselor
b.	( )	( )	( )	( )	Talks by the faculty members (other than counselor)
c.	( )	( )	( )	( )	Talks by authorities and experts external to the school system
d.	( )	( )	( )	( )	Films and audio-visual means
e.	( )	( )	( )	( )	Bulletin board displays (posters, pictures, etc.)
f.	( )	( )	( )	( )	Printed material (pamphlets, books, floaters, etc.)
g.	( )	( )	( )	( )	Group discussion sessions
h.	( )	( )	( )	( )	Occupational information library
i.	( )	( )	( )	( )	Individual conferences
j.	( )	( )	( )	( )	Career days

28. Cont'd.

	Col	Sch	Mil	Occ	
k.	( )	( )	( )	( )	Visits to campuses
l.	( )	( )	( )	( )	Visits to industries
m.	( )	( )	( )	( )	Talks by company recruiters
n.	( )	( )	( )	( )	Talks by military service recruiters
o.	( )	( )	( )	( )	Other (specify)_____

_____

29. Which of the following topics are offered as a full course or part of a course at your school? Indicate whether it is required, an elective, or not offered or whether it is a full course or part of a course. Mark even if the title differs somewhat, if you feel the content is the same.

	Not Offered	Req.	Elect.	Full Course	Part of Course	
a.	( )	( )	( )	( )	( )	Life Adjustment
b.	( )	( )	( )	( )	( )	Occupational Information
c.	( )	( )	( )	( )	( )	Mental Health or Mental Hygiene
d.	( )	( )	( )	( )	( )	Self-appraisal
e.	( )	( )	( )	( )	( )	Personality Development
f.	( )	( )	( )	( )	( )	How to Study
g.	( )	( )	( )	( )	( )	Family Living

(Go on to Question 30 on page 14.)

30. Outstanding talent: List the names of all students in your school who have displayed truly outstanding talent in some area. Some examples of talents are music, art, dramatics, dancing, writing, public speaking or debate, athletics, leadership, science, mechanics, electronics, etc. Include any other talents that occur to you. It is anticipated that only a small number of a typical group of students will be listed here. Under comments, list any evidence of talent such as winning a competitive art award, etc.

Name	Grade	Special Talent	Comments

PROJECT TALENT

A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

Counselor's Questionnaire

General Directions

This questionnaire is to be filled out by all counselors and guidance people who devote at least twenty per cent of their time to counseling and guidance. Place your answers in the booklet. Answer each question as accurately as possible, but do not spend too much time on any one question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

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Name of school _____

City _____

State _____

School code number _____

To the Counselor: This questionnaire will be used in connection with Project Talent. Please complete this form and give it to your principal. For each question, answer as indicated; place an X in the parenthesis next to the number or write your answer in the space provided.

Sex

( ) 1. Male
( ) 2. Female

Age

( ) 1. 20 - 29
( ) 2. 30 - 39
( ) 3. 40 - 49
( ) 4. 50 - 59
( ) 5. 60 or over

1. Are you employed full-time in this school?

( ) 1. Yes
( ) 2. No

If you answered Yes (A), skip to question 4.

2. Do you serve as counselor for any school other than this one?

( ) 1. No
( ) 2. Yes, 1 other
( ) 3. Yes, 2 others
( ) 4. Yes, 3 others
( ) 5. Yes, 4 or more others

3. Please describe your occupation fully.

_____

_____

4. For how many months work in your salary paid?

( ) 1. 8
( ) 2. 9
( ) 3. 10
( ) 4. 11
( ) 5. 12

5. Current salary in present position for the school year.

( ) 1. Less than $3000
( ) 2. $3000 - $3999
( ) 3. $4000 - $4999
( ) 4. $5000 - $5999
( ) 5. $6000 - $6999
( ) 6. $7000 - $7999
( ) 7. $8000 - $8999
( ) 8. $9000 - $9999
( ) 9. $10000 - $10999
( ) 10. $11000 or more

6. Duties currently performed. Mark the per cent of time you spend on each. Your answers should total 100 per cent.

a. ___% Teaching
b. ___% Home room teacher
c. ___% Administration
d. ___% Counseling and guidance
e. ___% Supervision of other counselors
f. ___% Other (specify) _____
g. ___% _____
h. ___% _____
100% - Total

7. On the average, what per cent of your counseling time is spent in each of the following functions? Your answers should total 100%.

a. ___% Counseling with individual students
b. ___% Counseling with parents
c. ___% Counseling with groups
d. ___% Testing

- 2 -

Continued on the next page.

7 - cont'd

a. ___% Discussions with teachers or staff members
f. ___% Preparation of reports and studying cases
g. ___% Clerical work
h. ___% Supervision
i. ___% Other (specify) _____
j. ___% _____
k. ___% _____
100% - Total

8. Have you attended professional society meetings of guidance or counseling personnel? Place an X next to those that apply.

a. ( ) National meetings
b. ( ) Regional meetings
c. ( ) State meetings
d. ( ) City meetings
e. ( ) No

9. Teaching experience

( ) 1. None
( ) 2. Less than 1 year
( ) 3. 1 or 2 years
( ) 4. 3 or 4 years
( ) 5. 5 to 10 years
( ) 6. More than 10 years

10. Counseling and guidance experience

( ) 1. Less than 1 year
( ) 2. 1 or 2 years
( ) 3. 3 or 4 years
( ) 4. 5 to 10 years
( ) 5. More than 10 years

11. Education (Place an X next to the highest one):

( ) 1. High School
( ) 2. Some college
( ) 3. Bachelor's degree
( ) 4. Bachelor's degree plus credit toward master's degree
( ) 5. Master's degree
( ) 6. Master's degree plus credit toward doctor's degree
( ) 7. Doctor's degree

12. If you have one or more college degrees, answer the following question. If you did not complete college, skip to item 13.

How many courses have you taken in each of the following areas? Put a number in the appropriate box to indicate the number of semester hours credit, both graduate and undergraduate, you have in each area. Please estimate this as carefully as you can, even if you are not sure.

Number of hours: Undergraduate	Number of hours: Graduate	Area	Typical course titles
a. ___	c. ___	Counseling	Techniques of Counseling; Introduction to Counseling and Guidance; Case Studies in Counseling; Tools and Techniques of Counseling; Theories and Techniques of Counseling; Counseling High School Pupils; Parent Counseling; Counseling Interviews; etc.
e. ___	g. ___	Analysis of the Individual	Individual Testing; Analysis of the Individual; Psychological Measurements; Tests and Measurements; Diagnostic Testing; Group Tests and Techniques; Mental Measurements; Personality Testing; etc.
i. ___	j. ___	Educational & Occupational Information	Occupational Information and Guidance; Educational and Occupational Information; Occupational Information; Occupational Trends; Informational Services; Vocational Guidance; Occupational Analysis; etc.
k. ___	l. ___	Philosophy & Principles	Principles of Guidance; Philosophy of Guidance; Principles & Practices of Guidance; Guidance in the Elementary Schools; Basic Principles of Guidance; Basic Procedures in Student Personnel Work; Philosophy of Education; Introduction to Guidance; etc.
m. ___	n. ___	Organization & Administration	Organization & Administration of Guidance; Programs in Higher Education; School Administration; Curriculum Development; etc.
o. ___	p. ___	Methods of Research	Research in Education; Statistical Methods in Education and Psychology; Statistics; Methods of Research; Educational Statistics; Methods in Educational Research; Research Design; etc.
q. ___	r. ___	Psychological Foundations	Psychology of Adolescence; Child Development; Psychological Foundations in Education; Growth, and Development; Psychology of Learning; Mental Hygiene; Theories of Personality; Social Psychology; Clinical Practices; Abnormal, etc.
s. ___	t. ___	Practicum	Internship; Field Work; Practicum in Counseling; Laboratory in Counseling; Clinical Practices; etc.
u. ___	v. ___	Group Procedures	Group Procedures; Group Techniques in Guidance; Group Guidance; Group Dynamics; Student Personnel Work; Group Processes; etc.
w. ___	x. ___	Sociological Foundations	Foundations of Sociology; Social Work Methods; etc.
y. ___	z. ___	Placement	Principles of Placement; Techniques of Follow-up and Placement; Community-Welfare Organizations; Vocational Information and Placement; etc.
aa. ___	bb. ___	Follow-up & Evaluation	Seminar in Student Personnel; Measurement & Evaluation; Evaluation; Laboratory in Evaluation Instruments; etc.
cc. ___	dd. ___	Economic Foundations	Foundations of Economics; Economics; etc.

13. Which of the specialized periodicals in the guidance field do you read? Mark your answers as follows:

1. Read regularly
2. Read occasionally
3. Read rarely
4. I do not read this periodical.

a. ___ Personnel and Guidance Journal
b. ___ National Vocational Guidance Quarterly
c. ___ The School Counselor
d. ___ The Journal of the National Association of Women Deans and Counselors
e. ___ NEA Journal
f. ___ Other (specify) _____

14. Professional memberships (X those that apply)

( ) 1. APGA member
Divisional status:
( ) 2. ASCA (Type membership: _____)
( ) 3. AVGA (Type membership: _____)
( ) 4. APA
( ) 5. Other (specify) _____

15. Do you hold any certificates or licenses in counseling?

a. ( ) No
b. ( ) State (Type: _____)
c. ( ) City or County (Type: _____)
d. ( ) Other (specify) _____

15. How did you get your training in counseling?

( ) 1. Through special graduate education in college
( ) 2. Training in the armed forces (describe) _____
( ) 3. On the job training (describe) _____
( ) 4. Other (specify) _____

17. What do you think are the three most important contributions a counselor can make to the lives of his students? Number your answers 1 for the most important, 2 for the next most important, and 3 for the third most important.

a. ___ Help them make educational and vocational plans
b. ___ Help them solve personal problems
c. ___ Aid them in increasing their self-understanding
d. ___ Help them develop their sense of values
e. ___ Help them make effective use of their abilities
f. ___ Help them adjust to school life and its requirements
g. ___ Assist them in getting along with others
h. ___ Other (specify) _____

18. If you were a full-time counselor with about 300 students assigned to you, and were free to develop your own schedule, how would you allocate your time? What kinds of activity would have to be included, and about what fraction of the total time should be devoted to each?

19. Suppose a student comes to you with the following problem:

He is an excellent student, a senior, making his best grades in English and History. He has not considered college because his parents cannot afford to send him any money. He has about $400 saved from part time jobs he has held during the last three years. The nearest college is 150 miles away. He wonders what to do after he graduates. The tests he has taken during his school years indicate that he has a high academic ability in languages and social sciences.

Describe how you would go about counseling the boy.

APPENDIX C
FOLLOW-UPS

In addition to the responses to the items of the follow-up questionnaires, two special sets of codes have been developed: one for colleges and one for jobs and career plans.

College Codes

The degree-granting, or last, college and graduate school attended by the TALENT participant is available in the form of a five digit code. The first two digits indicate the state in which the school is located and the last three digits the college within the state. Four year colleges receive numbers below 500 and junior colleges receive numbers equal to or greater than 500. This college code is unique to Project TALENT and there is no direct correspondence to any other system of college codes.

Job Codes and Career Plan Codes

For coding responses to questions about jobs held and long-range career plans a very detailed expandable code, containing nearly a thousand categories at present, each identified by a four-digit number,has been developed. This coding scheme was used in both the one-year follow-up and the five-year follow-up. This code was set up in such a way that if more detail is needed or seems desirable in subsequent follow-ups it will be very easy to add a fifth digit after the present four, without changing what the first four digits represent. In developing the code originally, many sources were referred to, including the code developed by the Department of Labor for use in the Dictionary of Occupational Titles; that code was developed for an entirely different set of purposes, which it serves admirably. In Project TALENT research, however, a different emphasis was needed, with far less detail in certain areas and somewhat more in others; hence the need to develop our own coding system. One of the special requirements of the Project TALENT code was that it has to provide the

capability of handling incompletely developed career plans; e.g., something as vague as the statement by the respondent that he wants to "work with people;" or perhaps that he wants to "work for the government."

Since the nearly 1000 categories of the four-digit code are far more than can be handled conveniently in most data analyses it was recognized at the outset that some subsequent collapsing of categories would be necessary. One of the most heavily used ways of combining job or career-field categories is represented by a three-digit coding system which reduces the number of categories from about 1000 down to about 250. This preliminary condensation was carried out on a judgmental basis, as the first step in reducing the number of categories for potential use in educational and career guidance of high school students. In addition a procedure has been developed for collapsing these three-digit codes into a small set of categories which correspond to the categories in the career plans item asked in 1960 (SIB 211). This is quite useful in the study of the stability of career plans. Other combinations can of course be developed at the request of Data Bank researchers.

Follow-Up Questionnaires

Reproduced on pages 82-105 are the four one-year follow-up questionnaires, the four five-year follow-up questionnaires, and the 12th grade eleven-year follow-up questionnaire.

UNIVERSITY OF PITTSBURGH

PITTSBURGH 13, PENNSYLVANIA

12 May 1961

Dear Project TALENT Participant:

First, we want to thank each of you for your help in the testing phase of Project TALENT last spring. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools.

In December we sent lists of your scores on the Project TALENT tests to your school. The results are now being studied at our Computing Center and by next fall the first in a series of reports on talents and their development will be available to the public. In a few weeks some newspaper and magazine stories on Project TALENT will be published. But these stories will only describe the beginning of this important research program. Your help is needed to get the facts for the next chapter in the story.

We need to know what has happened to you in the past year and what your plans are now. The questions on our questionnaire have been prepared so that most of them can be answered by just checking the choice that describes what you've been doing. So this time, we will need only fifteen or twenty minutes of your time. However, please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choices for the questions, please sign your name on page seven, fold the booklet so that our name and address are on the outside, and mail it back to us. The stamp has already been attached.

The members of the Project TALENT staff greatly appreciate your personal help in this program. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan

John C. Flanagan
Professor and Director of Project TALENT

THERE ARE FOUR PARTS TO THIS BOOKLET. IF YOU HAVE NEVER ATTENDED COLLEGE YOU NEED ANSWER ONLY THE FIRST THREE PARTS, PRINTED IN BROWN.

YOU CAN PROBABLY FILL OUT THIS FORM IN ABOUT 15 MINUTES

Today's Date _____ Month Day Year

Date of Birth _____ Month Day Year

Check one:
1 ☐ Male
2 ☐ Female
9

In the spaces below, please print the name and address of someone who is most likely to know your address at any time:

Name _____

Address _____

City _____ State _____

DIRECTIONS:
Please be sure to answer every question below. Most of the questions can be answered by just marking an X in the box to the left of the answer you choose. Do not skip any questions. Mark only one answer to each question except where instructed to mark more than one.

PART I. EDUCATION

1. Did you graduate from high school?
1 ☐ Yes
0 ☐ No
9

2. Have you attended college since leaving high school?
1 ☐ Yes, as a full-time student.
2 ☐ Yes, as a part-time student.
3 ☐ Yes, I entered but have dropped out temporarily.
4 ☐ Yes, I entered but dropped out and do not plan to return.
5 ☐ No, but I plan to enter college within a year or two.
6 ☐ No, but I plan to enter college eventually, I have no idea when.
7 ☐ No, and I have no plans to do so.
9

3. Since leaving high school have you attended a school other than a college?
1 ☐ Yes, as a full-time student.
2 ☐ Yes, as a part-time student.
3 ☐ No, and I have no plans to do so.
4 ☐ No, but I plan to get some more non-college schooling.
9

4. Which of the following kinds of school diploma or certificate do you plan to obtain? (Mark as many as apply.)
0 ☐ No further schooling planned
1 ☐ A college degree (4 years or more of college)
2 ☐ A junior college diploma or degree
3 ☐ R.N. (Registered Nurse Certificate)
4 ☐ Practical nursing certificate
5 ☐ A business school or secretarial diploma
6 ☐ Diploma or certificate based upon apprentice ship training, on-the-job training, or technical or trade school. Please describe:
_____
(...) 9 ☐ Other. Please specify: _____
_____
0

5. What kinds of school have you attended since leaving high school? (Mark as many as apply.) Please fill in names and location below.
Z ☐ None
A2 ☐ A college offering bachelor's degree or higher
B2 ☐ A junior or community college
C ☐ A technical institute
D ☐ A school of nursing (3-yr. program)
J ☐ A school of practical nursing
K ☐ A business school
L ☐ A trade school
M ☐ An armed forces related school
R ☐ Other (please specify)
Z
_____
Name and location of present or most recent school attended since leaving high school.

School _____

City _____ State _____

6. Answer this question if you have never attended college; otherwise omit it.
Did you *WANT* to go to college?

NO
A ☐ No, I wanted to earn money.
B ☐ No, I wanted to get married.
C ☐ No, I wanted to go into the military service or were.
D ☐ No, I was more interested in going to some other kind of school.
I ☐ No, for some other reason than above. Please specify: _____
_____

YES
J ☐ Yes, but I couldn't afford it.
K ☐ Yes, but I couldn't because of a family emergency.
L ☐ Yes, but I couldn't because I was married.
M ☐ Yes, but I wasn't qualified because I hadn't taken college preparatory courses required for admission.
N ☐ Yes, but I didn't apply because my grades weren't good enough.
O ☐ Yes, I applied but wasn't accepted.
R ☐ Yes, but I didn't go for some other reason. Please specify:
_____
Z

PART II. WORK EXPERIENCE

7. What is your Social Security number?

If none, check here ____

Questions 8-14 refer to the FIRST full-time job you had after leaving high school (include summer jobs or other temporary jobs you had after leaving high school if they were full-time).

8. How many different full-time jobs (35 hrs. per week) have you had since you left high school?

- 0999 ☐ None
- 1 ☐ One
- 2 ☐ Two
- 3 ☐ Three or more
- 9

If your answer to the above question was None, [illegible] skip to Question 15. Otherwise, answer Questions 9-14.

9. How long did it take you to find the first full-time job you had since high school?

- 0 ☐ I found it before I left high school
- 1 ☐ Less than a week
- 2 ☐ 1 to 2 weeks
- 3 ☐ 2 to 4 weeks
- 4 ☐ 1 to 2 months
- 5 ☐ 2 to 4 months
- 6 ☐ 4 to 6 months
- 7 ☐ Longer than 6 months

10. When did you start this first full-time job?

- 0 ☐ Before May 1960
- 1 ☐ In May or June 1960
- 2 ☐ In July or August 1960
- 3 ☐ In September or October 1960
- 4 ☐ In November or December 1960
- 5 ☐ In January or February 1961
- 6 ☐ In March or April 1961
- 7 ☐ In May or June 1961

11. How did you get your first full-time job?

- 0 ☐ Through a friend or relative
- 1 ☐ Through my high school
- 2 ☐ Through another school
- 3 ☐ Through a union or bargaining group
- 4 ☐ Through the U. S. Employment Service
- 5 ☐ Through another public employment agency
- 6 ☐ Through a private employment agency
- 7 ☐ By answering an advertisement
- 8 ☐ By applying directly to a person or company that might be hiring
- ( ) ☐ Other. Please specify: _____

12. What was your starting pay (before deductions), on your FIRST full-time job? Fill in ONE of the lines below.

- gross $____ per week
- OR
- gross $____ per month
- 00900

13. What was your job called?

14. What did you do on this job? Please be specific:

15. Did you have a paid job in May, 1961?

- 1 ☐ Yes, a full-time job (35 hours per week or more)
- 2 ☐ Yes, part-time work (less than 35 hrs. per week)
- 3 ☐ No, but I was looking for a full-time job.
- 4 ☐ No, but I was looking for part-time work. (I did not want a full-time job.)
- 5 ☐ No, I was going to school, and did not want a job.
- 6 ☐ No, I am a housewife, and was not looking for an outside job.
- 7 ☐ No, I was not looking for a job for reasons other than those listed above.
- 9

Answer Questions 16-21 ONLY if you had a full-time job in May, 1961. Otherwise skip to Question 22.

16. What was your pay (before deductions), on this full-time job? Please fill in ONE of the lines below.

- gross $____ per week
- OR
- gross $____ per month
- 00900

17. What is the job called?

18. Tell what you do (or did) on this job. Please be specific:

19. How well do (or did) you like this type of work?

- 3 ☐ Very well
- 2 ☐ Fairly well
- 1 ☐ Not very well
- 0 ☐ Not at all
- 9

20. How long do you plan to stay in this same type of work?

- 4 ☐ I plan to make it my career
- 3 ☐ At present I have no plans to change
- 2 ☐ Probably a few years
- 1 ☐ I plan to change soon
- 9

21. About how long were you unemployed (and looking for a full-time job) between June 1, 1960 and June 1, 1961?

- X ☐ I did not want a full-time job
- A ☐ Not at all
- B ☐ Less than a week
- C ☐ 1 to 2 weeks
- D ☐ 2 to 4 weeks
- E ☐ 1 to 2 months
- F ☐ 2 to 4 months
- G ☐ 4 to 6 months
- H ☐ More than 6 months
- Z

22. In regard to jobs or careers, which ONE of the following is most important to you? Please mark only ONE.

MOST IMPORTANT (Please mark only one.)

- A ☐ Starting salary
- B ☐ Future salary
- C ☐ Working conditions
- D ☐ Job security
- E ☐ Good supervisors
- F ☐ Good fellow-workers
- G ☐ Importance of work
- H ☐ Opportunity for promotion
- I ☐ Good fringe benefits
- J ☐ Serving others
- K ☐ Personal interest in work
- Z

23. In regard to jobs or careers, which ONE of the following is the NEXT MOST IMPORTANT to you?

NEXT MOST IMPORTANT (Please mark only one.)

- A ☐ Starting salary
- B ☐ Future salary
- C ☐ Working conditions
- D ☐ Job security
- E ☐ Good supervisors
- F ☐ Good fellow-workers
- G ☐ Importance of work
- H ☐ Opportunity for promotion
- I ☐ Good fringe benefits
- J ☐ Serving others
- K ☐ Personal interest in work
- Z

24. What occupation do you expect to make your career? Please be specific:

PART III. GENERAL QUESTIONS

25. What do you wish you had done differently in high school? Mark as many as apply.

- ☐ a. I wish I had studied more.
- ☐ b. I wish I had taken more college preparatory courses.
- ☐ c. I wish I had taken more vocational work.
- (-0) ☐ d. I wish I had had more social life.

26. Are you married?

- 11 ☐ Yes, I married while still in high school
- 12 ☐ Yes, I married after leaving high school
- 0 ☐ No
- 9

If not, how soon do you expect to marry?

- 1 ☐ I plan to marry this year.
- 2 ☐ I plan to marry next year.
- 3 ☐ I plan to marry within 3 years.
- 4 ☐ I plan to marry, but not in the future.
- 5 ☐ I do not expect to marry.
- 9

27. Do you still keep in touch with your high school friends?

YES

- 3 ☐ I keep in touch with almost all.
- 2 ☐ I keep in touch with many of them.
- 1 ☐ I keep in touch with one or two.

NO

- 0 ☐ I don't keep in touch with any of them.
- 9

28. Where are you living at the present time?

- 1 ☐ At home with my parents or guardian.
- 2 ☐ Some other place.
- 9

29. About how much time have you been sick at home or in a hospital during the past year?

- 00 ☐ None
- 01 ☐ Less than a week
- 02 ☐ 1 to 2 weeks
- 03 ☐ 3 to 5 weeks
- 04 ☐ 6 to 12 weeks
- 05 ☐ 3 to 4 months
- 06 ☐ 5 to 7 months
- 07 ☐ 8 to 11 months
- 08 ☐ The whole year
- 10

30. Were you the driver in an automobile accident involving bodily injury or more than $100 property damage since June, 1960?

- 1 ☐ Yes
- 0 ☐ No
- 9

31. In which of the following are you now a member?

- 11 ☐ Air Force Reserve
- 12 ☐ Army Reserve
- 13 ☐ Naval Reserve
- 14 ☐ Marine Corps Reserve
- 15 ☐ Coast Guard Reserve
- 21 ☐ Air National Guard
- 22 ☐ Army National Guard
- 30 ☐ Air ROTC
- 31 ☐ Army ROTC
- 32 ☐ Naval ROTC
- 00 ☐ None of the above
- 40

32. Are you now on active duty in the military service?

- 11 ☐ Yes, Air Force
- 12 ☐ Yes, Army
- 13 ☐ Yes, Navy
- 14 ☐ Yes, Marine Corps
- 15 ☐ Yes, Coast Guard
- 06 ☐ No, but I have been on active duty.
- 07 ☐ No, but I expect to be drafted.
- 08 ☐ No, but I expect to enlist voluntarily.
- 00 ☐ No, and I do not expect to be.
- 99

33. Have you a military service serial number?

- 0 ☐ No
- 1 ☐ Yes, the number is _____
- 9

34. For how long have you VOLUNTEERED for ACTIVE DUTY in one of the armed services?

- 00 ☐ Not at all
- 01 ☐ 1 to 5 months
- 02 ☐ 6 months
- 03 ☐ 1 year
- 04 ☐ 2 years
- 05 ☐ 3 years
- 06 ☐ Minority enlistment
- 07 ☐ 4 years
- 08 ☐ 5 years
- 09 ☐ 6 years
- ( ) ☐ Other. Please specify: _____
- 10

35. During the past year to what extent has a car been available to you?

5 ☐ I had my own car.
4 ☐ A car was available whenever I wanted it.
3 ☐ A car was available most of the time.
2 ☐ A car was available occasionally.
1 ☐ I had practically no use of a car.
0 ☐ I do not drive.
9

36. Would you like to serve in the Peace Corps?

4 ☐ Yes, for a 4 year period
3 ☐ Yes, for a 3 year period
2 ☐ Yes, for a 2 year period
1 ☐ Yes, for a 1 year period
0 ☐ No
9

37. How have your views and plans changed during the past year? Please write a paragraph on this.

_____

_____

_____

For Questions 49 and 50 indicate how much your first year of college cost. Please include the full cost even if you obtained some of your money from scholarships or other sources.

49. For TUITION, FEES, and BOOKS.

01 ☐ Less than $50
02 ☐ $50-$99
03 ☐ $100-$199
04 ☐ $200-$299
05 ☐ $300-$499
06 ☐ $500-$749
07 ☐ $750-$999
08 ☐ $1000-$1499
09 ☐ $1500 or more
10

50. For LIVING EXPENSES only

01 ☐ Less than $300
02 ☐ $300-$499
03 ☐ $500-$749
04 ☐ $750-$999
05 ☐ $1000-$1499
06 ☐ $1500-$1999
07 ☐ $2000-$2499
08 ☐ $2500-$2999
09 ☐ $3000 or more
10

51. Of the total amount of money you spent to attend college during the period June 1960 through May 1961, about how much came from each of the following sources? Please write in the amount to the nearest $50 in front of each source below:

5 ____ (01) a. Loans from the National Defense Education Act Loan Fund.
5 ____ (2) b. Loans from college loan funds.
5 ____ (3) c. Loans from banks or other organizations.
5 ____ (4) d. Loans from family or friends.
5 ____ (5) e. Parents, family or sponsors.
5 ____ (6) f. A trust fund.
5 ____ (7) g. My own savings.
5 ____ (8) h. Working while attending college.
5 ____ (9) i. Scholarships or grants from college attended.
5 ____ (10) j. Scholarships or grants from other sources.

52. While you were attending college, did you also hold a job most of the time?

1 ☐ Yes
0 ☐ No
9

53. What are your major plans for the summer of 1961? (Please mark only ONE.)

1 ☐ Work full time (at least 35 hours a week)
2 ☐ Work part time (less than 35 hours a week)
3 ☐ Vacation at a summer camp or resort
4 ☐ Travel
5 ☐ Take summer courses
6 ☐ Stay at home
7 ☐ Other. Please specify
8
9

PLEASE DO NOT WRITE IN THIS AREA

54. Indicate below how many hours a week, on the average, you spent in each of the following kinds of activities during your first year in college.

** ____ hrs. per wk. a. Social activities, such as dating, going to parties, etc.
00 ____ hrs. per wk. b. Sports and athletics.
** ____ hrs. per wk. c. Other extracurricular activities, such as clubs, student government, band, etc.
** ____ hrs. per wk. d. Studying (outside of class).
00 ____ hrs. per wk. e. Earning money at a job.

55. Have you joined or pledged a social fraternity or sorority?

1 ☐ Yes, I am now an active member.
2 ☐ Yes, I am now a pledge.
3 ☐ Yes, I was pledged but have de-pledged.
4 ☐ Yes, I pledged, but was not elected to active membership.
5 ☐ No, I preferred not to join.
6 ☐ No, there are no fraternities or sororities on campus.
7 ☐ No, pledging occurs later at my college.
0

56. How well do you like college?

3 ☐ Very well
2 ☐ Fairly well
1 ☐ Not very well
0 ☐ Not at all
9

COMMENTS

Your comments and suggestions in connection with any part of this questionnaire are invited. If the space below is not sufficient an additional page may be enclosed with the booklet if desired.

_____

_____

_____

_____

Please sign your name on the line below:

_____
(signature)

PLEASE CORRECT YOUR ADDRESS

Please correct your address, or name if you are now married, as it appears on the address label in the top section of page 6. This is to help us keep our address file up to date.

DIRECTIONS

When you have finished filling out the questions in this booklet please fold the booklet so that the return address is on the outside and the panel containing your name is on the inside. Then seal it with tape and mail it back to us. The stamp has already been attached.

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UNIVERSITY OF PITTSBURGH
PITTSBURGH 13, PENNSYLVANIA

14 May 1962

An asterisk indicates answers which will be used in the eight-year testing study.

Dear Project TALENT Participant:

First, we want to thank each of you for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools.

In December 1960 we sent lists of your scores on the Project TALENT tests to your school. The results are now being studied at our Computing Center, and the first in a series of reports on talents and their development has been released. But this describes only the beginning of this important research program. Your help is needed to get the facts for the next chapter in the story.

We need to know what has happened to you in the past two years and what your plans are now. The questions on our questionnaire have been prepared so that most of them can be answered by just checking the choice that describes what you've been doing. Please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choices for the questions, please sign your name on page three, fold the booklet so that your name and address are on the outside, and mail it back to us. The stamp has already been attached.

The members of the Project TALENT staff greatly appreciate your personal help in this program. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan

John C. Flanagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 6, please correct the label, so that we can keep our record up to date. Please do not remove the address label.

AFTER YOU ANSWER THE QUESTIONS, PLEASE REFOLD THIS BOOKLET WITH THE RETURN ADDRESS ON THE OUTSIDE, SEAL WITH THE TAB, AND MAIL.

Today's date ___ Month ___ Day ___ Year

Date of Birth ___ Month ___ Day ___ Year

1. **Check one**
   - Male
   - Female

2. **Are you married?**
   - Yes, I married while still in high school.
   - Yes, I married after leaving high school.
   - No.

3. **Did you graduate from high school?**
   - Yes.
   - No, but I am still in high school, and expect to graduate.
   - No, I am still in high school, but expect to leave without graduating.
   - No, I dropped out of high school without graduating.

4. **If you dropped out of high school without graduating, what was the reason?**
   - To get a job.
   - I became ill.
   - I was needed at home.
   - I got married.
   - I did not like school.
   - I had failing grades.
   - I was asked to leave.
   - I left for some other reason. (Please explain)

5. **Have you a job (as of April 30, 1962)?**
   - Yes, a full-time job (35 hrs./wk.)
   - Yes, a part-time job (less than 35 hrs./wk.)
   - No

6. **What is (was) the job called?**

7. **What do (did) you do on this job? Please be specific.**

8. **What is (was) your pay (before deductions) on this job? Please fill in ONE of the lines below.**
   - $_____ per week
   - or
   - $_____ per month

9. **As of April 30, 1962 were you looking for a job?**
   - Yes.
   - No, I had a job.
   - No, I was going to school and didn't want a job.
   - No, I am a housewife, and was not looking for an outside job.
   - No, my health would not permit it.
   - No, I was not looking for a job for reasons other than those listed above.

10. **What is your Social Security number?**

    If none, check here ___

11. **What occupation or profession do you plan to make your career? Be specific.**

12. **What kinds of school have you attended since leaving high school? (Mark as many as apply.)**
    - Z — None
    - A — A college offering bachelor's degree or higher
    - B — A junior or community college
    - C — A technical institute
    - D — A school of nursing (2 year program)
    - J — A school of practical nursing
    - K — A secretarial or business school
    - L — A trade or apprentice school
    - M — An armed forces enlisted men's school
    - 9 — Other (please specify)

13. **Have you made any important decisions that you are sorry about now? (Mark as many as apply.)**
    - a. I am sorry I didn't go to college.
    - b. I am sorry I started college.
    - c. I am sorry about the kind of work I decided to do.
    - d. None of the above

14. **Of which of the following are you now a member?**
    - 11 — Air Force Reserve
    - 12 — Army Reserve
    - 13 — Naval Reserve
    - 14 — Marine Corps Reserve
    - 15 — Coast Guard Reserve
    - 21 — Air National Guard
    - 22 — Army National Guard
    - 31 — Air ROTC
    - 32 — Army ROTC
    - 33 — Naval ROTC
    - 00 — None of the above

15. **Are you now on active duty in the military service?**
    - 11 — Yes, Air Force
    - 12 — Yes, Army
    - 13 — Yes, Navy
    - 14 — Yes, Marine Corps
    - 15 — Yes, Coast Guard
    - 06 — No, but I have been on active duty.
    - 07 — No, but I expect to be drafted.
    - 08 — No, but I expect to enlist voluntarily.
    - 00 — No, and I do not expect to be.

16. **Have you a military serial number? (Do not give your selective service number.)**
    - 0 — No
    - 1 — Yes, the number is ___

17. **Would you like to serve in the Peace Corps?**
    - 8 — Yes, for a 4-year period
    - 7 — Yes, for a 3-year period
    - 6 — Yes, for a 2-year period
    - 5 — Yes, for a 1-year period
    - 1 — No, although I am familiar with it
    - 0 — No, I am not familiar with it

18. **Have you attended college since leaving high school?**
    - 1 — Yes, I am a full-time student.
    - 2 — Yes, I am a part-time student.
    - 3 — Yes, I entered but have dropped out temporarily.
    - 4 — Yes, I entered but dropped out and do not plan to return.
    - 5 — No, but I plan to enter college within a year or two.
    - 6 — No, but I plan to enter college eventually. I have no idea when.
    - 7 — No, and I have no plans to do so.

19. **How have your views and plans changed during the past year? Please write a paragraph on this.**

Start here

IF YOU HAVE NOT GONE TO COLLEGE PLEASE GO ON TO THE COMMENTS SECTION AT END OF NEXT PAGE

PLEASE ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE ATTENDING A COLLEGE OR UNIVERSITY

20. **Fill in the name and location of the college or university you are attending or the last one you attended.**
    - College ___
    - City ___
    - State ___

21. **When did you enter college for the first time?**
    ___ Month ___ Year

22. **If you have attended more than one college or university since leaving high school, please indicate below:**

Name of college	City and State	Dates

23. **Are you still in college?**
    - Yes
    - No, I dropped out.

    If you dropped out of college, what was your main reason?
    - I was offered a good job.
    - I became homesick.
    - I didn't enjoy the social life.
    - I got married.
    - College work was boring.
    - I had to study too hard.
    - I was afraid I was going to fail.
    - I failed.
    - Financial difficulties.
    - I became ill.
    - Family emergency.
    - Some other reason. Please specify.

24. **As of June 1963 how many college credits will you have? (Indicate on ONE of the two lines below.)**
    - ___ semester-hour or trimester-hour credits
    - or
    - ___ quarter-hour credits
    - If your college does not use these units, check at left.

25. **In which of the following areas do you expect to specialize (a "major" in college)? Mark ONE even if you haven't made up your mind definitely. Please MARK ONLY ONE.**
    - Mathematics
    - Physical sciences
    - Biological sciences
    - Social studies
    - English and literature
    - Foreign languages
    - Fine arts
    - Music
    - Psychology
    - Philosophy
    - Religion
    - Education
    - Engineering
    - Business and commerce
    - Home economics
    - Agriculture and forestry
    - Nursing
    - Some other. Please specify.

26. **This question consists of the names of various subjects you may have studied in college. What were your grades in these subjects? Indicate as follows (showing your AVERAGE grade if you took more than one course in a subject):**
    - Mark 4 for A
    - Mark 3 for B
    - Mark 2 for C
    - Mark 1 for D
    - Mark 0 for F
    - Mark 7 if you passed courses in this subject but specific grades are not reported in the college you attend.
    - Mark 8 if you have taken no courses in this subject.

    - ___ a. Mathematics
    - ___ b. Physical sciences (including astronomy, physics, chemistry, geology, etc.)
    - ___ c. Biological sciences (including botany, zoology, physiology, etc.)
    - ___ d. Social studies (including history, government, political science, civics, economics, geography, sociology, etc.)
    - ___ e. English composition and grammar
    - ___ f. English literature
    - ___ g. Foreign languages
    - ___ h. Fine arts
    - ___ i. Music
    - ___ j. Psychology
    - ___ k. Philosophy
    - ___ l. Religion
    - ___ m. Education
    - ___ n. Engineering
    - ___ o. Business administration
    - ___ p. Home economics
    - ___ q. Agriculture and forestry
    - ___ r. Nursing
    - ___ y. Other courses. Please specify: ___
    - ___ z. Average of marks in all courses

27. **Which of the following college degrees or diplomas do you plan to earn? (Mark as many as apply.)**
    - 00 — None
    - 01 — Associate in Arts (2 years)
    - 10 — B.A. or B.S.
    - 20 — M.A. or M.S.
    - 30 — Ph.D.
    - 32 — Ed.D. (education)
    - 40 — LL.B. (law)
    - 42 — M.D. (medicine)
    - 45 — D.D.S. (dentistry)
    - 99 — Other. Specify: ___

COMMENTS SECTION

Your comments and suggestions about the questionnaire are welcomed. If you need more space you may enclose another page with the booklet when you send it back to us.

Please sign your name on the line below.

___ (signature)

[redacted]

Form 1-63a

Copyright 1963 University of Pittsburgh

10th Grade One-Year Follow-up

UNIVERSITY OF PITTSBURGH
PITTSBURGH 13, PENNSYLVANIA

December 2, 1961

Dear Project TALENT Alumnus:

Do you remember Project TALENT? We haven't forgotten you! First, we want to thank you again for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools. Now we want to know how you're doing.

In December 1960 we sent lists of your scores on the Project TALENT tests to your school. The results are still being studied at our Computing Center, and the first three reports on talents and their development have been released. But these describe only part of this important research program. Your help is needed to get the facts for the next chapter in the story.

We need to know what has happened to you in the past two years and what your plans are now. You can answer most of the questions by checking the choice that describes what you've been doing. Please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choices for the questions, please sign your name on page three, fold the booklet so that the Project TALENT address is on the outside, and mail it back to us. No postage is necessary. Just put it in the mailbox.

The members of the Project TALENT staff greatly appreciate your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 4, please correct the label, so that we can keep our record up to date. Please do not remove the address label.

Form 1-Cla

12th Grade One-Year Follow-up

-- Today's Date: Month ____ No. ____ Year ____

-- 1. Date of your birth: Month ____ No. ____ Year ____

---- 2. Date you last attended high school: Month ____ Year ____

3. Check one
1 ☐ Male
2 ☐ Female
0

4. Are you married?
1 ☐ Yes, I married while I was in high school
2 ☐ Yes, I married after I left high school
3 ☐ No
0

5. Were you still in high school as of Dec. 1, 1961?
5 ☐ No, I had dropped out of high school
4 ☐ No, I had graduated from high school
3 ☐ Yes, in grade 10
2 ☐ Yes, in grade 11
1 ☐ Yes, in grade 12
0

6. What was the last grade you completed in high school?
*

7. Did you get a high school diploma?
1 ☐ Yes, at the time I finished grade 12
2 ☐ Yes, by examination after I left high school
3 ☐ No, I entered college at the end of grade 11
4 ☐ No, I dropped out of high school
5 ☐ No, I went through grade 12 but did not get a diploma
6 ☐ No, I am still in high school
0

8. If you dropped out of school without graduating why was this? (Mark as many as apply.)
☐ a. I needed to work and earn some money
☐ b. I didn't like school
— ☐ c. I didn't learn anything worthwhile to me
☐ d. I was failing in my studies
— ☐ e. I got into trouble with the people at school
☐ f. I got married
☐ g. I got sick
☐ h. I was needed at home
— ☐ i. I felt that I was too old to stay in school
☐ j. Friends of mine were already out of school
— ☐ k. I was asked to leave the school
☐ l. I left for some other reason (Explain briefly.)
0

9. In high school, what course of study did you take?
1 General
2 College preparatory
3 Commercial or business
4 Vocational
5 Agriculture
6 Other (Please specify.)
0

10. How long did it take you to find the first full-time job you had after you left high school?
1 ☐ I found a job before I left high school
2 ☐ Less than 1 week
3 ☐ 1-2 weeks
4 ☐ 3-4 weeks
5 ☐ 2 months
6 ☐ 3-4 months
7 ☐ 5-6 months
8 ☐ 7-12 months
9 ☐ Over a year
0

11. Did you have a job as of December 1, 1961?
100 ☐ No. If this is how answer to question 12 and go to 13.
2 -- ☐ Yes
Average number of hours worked per week: ____ hours
0

12. If you had a job as of December 1, 1961:
-- (a) What was this called?
-- (b) What did you do at it?
-- (c) What was your job title? (If you worked where you have

*** If you are married, what is your present husband's (wife's) occupation? (Please fill in ONE of the lines.)
$ ____ per week
**** or $ ____ per month
0000

(d) What was your pay (before deductions) on that job as of Dec. 1, 1961? (Please fill in ONE of the lines.)
$ ____ per week
**** or $ ____ per month
0000

(e) How long have you worked on that job?
1 ☐ Less than 1 month
2 ☐ 1-6 months
3 ☐ 7-12 months
4 ☐ 1-2 years
5 ☐ More than 2 years
0

(f) For whom did you work on that job?
1 ☐ For myself
2 ☐ For a [illegible] I was in part
3 ☐ For the U. S. government
4 ☐ For a state government
5 ☐ For a city government
6 ☐ For a school or college
7 ☐ For some other business or organization
0

13. As of December 1, 1961, were you looking for a job?
1 ☐ Yes, I had some job
2 ☐ Yes, I was looking for a job
3 ☐ No, I had a job
4 ☐ No, I was in school and didn't want a job
5 ☐ No, I am a housewife
6 ☐ No, my health would not permit it
7 ☐ No, for a reason not given above
0

*** 14. Write your social security number here: ___ ___ ___ ___ ___ ___ ___ ___ ___
** ** ** ** ** ** ** ** **
**** 0 0 0 0 0 0 0 0 0

If you have no such number, please check here ☐

15. What occupation or profession do you plan for a career?
(Be specific.) ____

16. What kinds of school have you attended since leaving high school? (Mark as many as apply.)
None
01 ☐ A college offering the bachelor's degree or higher
02 ☐ A junior or community college
03 ☐ A technical institute
04 ☐ A school of nursing (3 year program)
05 ☐ A school of practical nursing
06 ☐ A secretarial or business school
07 ☐ A trade or apprentice school
08 ☐ An armed forces service school or training school
09 ☐ Other (Please specify.)
0

17. Have you made any important decisions that you are sorry about now? (Mark as many as apply.)
☐ a. I am sorry I didn't go to college
☐ b. I am sorry I married college
☐ c. I am sorry about the kind of work I decided to do
☐ d. None of the above

18. On December 1, 1961 were you on active military duty?
11 ☐ Yes, in the Air Force
12 ☐ Yes, in the Army
13 ☐ Yes, in the Navy
14 ☐ Yes, in the Marine Corps
15 ☐ Yes, in the Coast Guard
21 ☐ No, but I was once on active duty
22 ☐ No, but I expect to be drafted
23 ☐ No, but I expect to enlist voluntarily
24 ☐ No, and I do not expect to be
00

19. Have you a military service number? (Do not give your draft or service number.)
1 ☐ No.
2 ☐ Yes, the number is ____
0

10th Grade One-Year Follow-up

PLEASE DO NOT WRITE IN THIS AREA

20. Would you like to serve in the Peace Corps?
6 ☐ Yes, for a 4-year period
5 ☐ Yes, for a 3 year period
4 ☐ Yes, for a 2 year period
3 ☐ Yes, for a 1 year period
2 ☐ No, although I am familiar with it
1 ☐ No, I am not familiar with it
0

21. Have you attended college since leaving high school?
1 ☐ Yes, I was a full-time student on Dec. 1, 1963
2 ☐ Yes, I was a part-time student on Dec. 1, 1963
3 ☐ Yes, I entered but am now out temporarily
4 ☐ Yes, but I dropped out and don't plan to return
5 ☐ No, but I plan to enter college within a year or two
6 ☐ No but I plan to enter college later, I have no idea when
7 ☐ No, and I have no plans to do so
0

ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY. IF NOT, GO TO THE COMMENTS SECTION AT THE END.

22. Fill in the name and location of the college or university you are now attending, or the last one you attended

-- College .....
--- City ..... State .....

23. When did you enter college for the first time?

- ..... Month ..... Year

24. If you have attended more than one college or university since leaving high school, please indicate below

	Name of college	City and State	Dates
—			

25. Are you still in college?
10 ☐ Yes.
– ☐ No, I dropped out.

If you dropped out of college, what was your main reason?
21 ☐ I was offered a good job
22 ☐ I became homesick
23 ☐ I didn't enjoy the social life
24 ☐ I got married
25 ☐ College work was boring
26 ☐ I had to study too hard
27 ☐ I was afraid I was going to fail
31 ☐ I flunked out
32 ☐ I got into disciplinary troubles
33 ☐ Financial difficulties
34 ☐ I became ill
35 ☐ Family emergency
40 ☐ Some other reason (Please specify.)
50
.....
00

26. As of June 1964 how many college credits do you expect to have? (Indicate on ONE of the lines below.)
2** ..... semester hour credits
2** ..... trimester hour credits
3** ..... quarter-hour credits

100 ..... If your college does not use these units, check at left
000

27. Which of the following college degrees or diplomas do you plan to earn? (Mark as many as apply.)
00 ☐ None
01 ☐ Associate in Arts (2 years)
10 ☐ B.A. or B.S.
20 ☐ M.A. or M.S.
31 ☐ Ph.D.
32 ☐ Ed.D. (education)
41 ☐ LL.B. (law)
42 ☐ M.D. (medicine)
43 ☐ D.D.S. (dentistry)
50 ☐ Other (Specify.) .....
00

PLEASE DO NOT WRITE IN THIS AREA

28. In which of the following areas do you expect to specialize or "major" in college? Mark ONE even if you haven't made up your mind. Please MARK ONLY ONE.
A ☐ Mathematics
B ☐ Physical sciences (astronomy, physics, chemistry, etc.)
C ☐ Biological sciences (botany, zoology, physiology, etc.)
D ☐ Social studies (history, government, political science, civics, economics, geography, sociology, etc.)
F ☐ English
G ☐ Foreign languages
H ☐ Fine arts
I ☐ Music
J ☐ Psychology
K ☐ Philosophy
L ☐ Religion
M ☐ Education
N ☐ Engineering
O ☐ Business and commerce
P ☐ Home economics
Q ☐ Agriculture and forestry
R ☐ Nursing
S ☐ Physical education
T ☐ Some other (Please specify.) .....
Z .....

29. Various subjects you may have studied in college are listed below. What were your grades in these subjects? Write your grade for each subject on the line provided (showing your AVERAGE grade if you took more than one course in a subject).
Write 5 for a grade of A.
Write 4 for a grade of B.
Write 3 for a grade of C.
Write 2 for a grade of D.
Write 1 for a grade of F.
Write 7 if you passed but received no grade.
Write 8 if you have taken no courses in this subject.

* ____ a. Mathematics.
* ____ b. Physical sciences (astronomy, physics, chemistry, etc.).
* ____ c. Biological sciences (botany, zoology, physiology, etc.)
* ____ d. Social studies (history, government, political science, civics, economics, geography, sociology, etc.).
* ____ e. English composition and grammar.
* ____ f. English literature.
* ____ g. Foreign languages.
* ____ h. Fine arts.
* ____ i. Music.
* ____ j. Psychology.
* ____ k. Philosophy.
* ____ l. Religion.
* ____ m. Education.
* ____ n. Engineering.
* ____ o. Business administration.
* ____ p. Home economics.
* ____ q. Agriculture and forestry.
* ____ r. Nursing.
* ____ s. Other courses. (Please specify.) .....
* ____ t. Average of marks in all courses.
0

COMMENTS

We'd be glad to have you make comments and suggestions about this questionnaire. If the space below is not big enough, enclose a separate page when you fold and seal your booklet.

Please sign your name below.

(Signature)

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the label on page 4. This helps us to keep your address file with us up to date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then moisten the tab on the booklet, and drop it in a mailbox.

IT REQUIRES NO POSTAGE

Form 1 C1

9th Grade One-Year Follow-up

UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

August 3, 1964

Dear Project TALENT Alumnus:

Do you remember Project TALENT? We haven't forgotten you! First, we want to thank you again for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools. Now we want to know how you're doing.

In December 1960 we sent lists of your scores on the Project TALENT tests to your school. The results are still being studied at our Computing Center, and the first six reports on talents and their development have been released. But these describe only part of this important research program. Your help is needed to get the facts for the next chapter in the story.

We need to know what has happened to you in the past four years and what your plans are now. You can answer most of the questions by checking the choice that describes what you've been doing. Please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choices for the questions, please sign your name on page three, fold the booklet so that the Project TALENT address is on the outside, and mail it back to us. No postage is necessary. Just put it in the mailbox.

The members of the Project TALENT staff greatly appreciate your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS
If your present address or name is different from that on the label on the top of page 4, please correct the label, so that we can keep our record up to date. Please do not remove the address label.

PLEASE DO NOT WRITE IN THIS AREA

1. Date of your birth: ___ Month ___ Day ___ Year

2. Date you last attended high school: ___ Month ___ Year

3. Check one:
1 Male
2 Female

4. Are you married?
11 Yes, I married while I was in high school.
12 Yes, I married after I left high school.
20 No, but I was married for a while.
XX No, I was never married.

5. Will you be attending high school in the fall of 1964?
5 No, I dropped out of high school.
4 No, I have entered college or graduated from high school.
3 Yes, in grade 10.
2 Yes, in grade 11.
1 Yes, in grade 12.

6. Circle the last grade you completed in high school.
8 9 10 11 12

7. Did you get a high school diploma?
1 Yes, at the time I finished grade 12.
2 Yes, by examination after I left high school.
3 Yes, but I entered college at the end of grade 11.
4 No, I entered college at the end of grade 11.
5 No, I dropped out of high school.
6 No, I went through grade 12 but did not get a diploma.
7 No, I am still in high school.
X

8. If you dropped out of school without graduating why was this? (Mark as many as apply.)
a. I wanted to work and earn some money.
b. I didn't like school.
c. I wasn't learning anything useful to me.
d. I was failing in my studies.
e. I got into trouble with the people at school.
f. I got married.
g. I got sick.
h. I was needed at home.
i. I felt that I was too old to stay in school.
j. Friends of my age were already out of school.
k. I was asked to leave the school.
l. I left for some other reason. (Explain briefly.)
0 _____

9. In high school, what course of study did you take?
1 General.
2 College preparatory.
3 Commercial or business.
4 Vocational.
5 Agricultural.
6 Other (Please specify.) _____
X

10. How long did it take you to find the first full-time job you had after you left high school? (Include summer full-time jobs.)
1 I am still in high school.
2 I had a job before I left high school.
3 Less than 1 week.
4 1–2 weeks.
5 3–4 weeks.
6 2 months.
7 3–6 months.
8 7–12 months.
9 Over a year.
X

11. Did you have any paid job as of August 1, 1964?
100 No. (If this is your answer, skip question 12 and go to 13.)
200 Yes.
XXX Average number of hours worked per week: _____ hours.

12. If you had a paid job as of August 1, 1964,

(a) What was the title of this job? _____

(b) What did you do on it? _____

(c) What was your pay (before deductions) when you first started on it? Please fill in ONE of the lines.)
$ _____ per week.
or $ _____ per month.
or $ _____ per hour.

(d) What was your pay (before deductions) on that job as of August 1, 1964? (Please fill in ONE of the lines.)
$ _____ per week.
or $ _____ per month.
or $ _____ per hour.

(e) How long have you worked on that job?
1 Less than 1 month.
2 1–6 months.
3 7–12 months.
4 1–2 years.
5 More than 2 years.

(f) For whom did you work on that job?
1 For myself.
2 For a business I own in part.
3 For the U.S. Government.
4 For a state government.
5 For a local government.
6 For a school or college.
7 For some other business, organization, or individual.

13. As of August 1, 1964, were you looking for a job?
1 Yes, a full-time job.
2 Yes, a part-time job.
3 No, I had a job.
4 No, I was in school and didn't want a job.
5 No, I am a housewife.
6 No, my health would not permit it.
7 No, for a reason not given above.

14. Write your social security number here

___ ___ ___ - ___ ___ - ___ ___ ___ ___
(X's) If you have no such number, please check box at left.

15. What occupation or profession do you plan for a career?
(Be specific.) _____

16. What kinds of school (either day or night) have you attended since leaving high school? (Mark as many as apply.)
0 None.
1 A college offering the bachelor's degree or higher.
2 A junior or community college.
3 A technical institute.
4 A school of nursing (3-year program).
5 A school of practical nursing.
6 A secretarial or business school.
7 A trade or apprentice school or vocational school.
8 An armed forces enlisted-man's school.
9 Other (Please specify.) _____

17. Have you made any important decisions that you are sorry about now? (Mark as many as apply.)
1,0 a. I am sorry I didn't graduate from high school.
1,0 b. I am sorry I didn't go to college.
1,0 c. I am sorry I started college.
1,0 d. I am sorry about the kind of work I decided to do.
(0,0) e. None of the above

18. Of which of the following were you a member on August 1, 1964?
11 Air Force Reserve
12 Army Reserve
13 Naval Reserve
14 Marine Corps Reserve
15 Coast Guard Reserve
21 Air National Guard
22 Army National Guard
31 Air ROTC
32 Army ROTC
33 Naval ROTC
00 None of the above
XX

19. On August 1, 1964, were you on active military duty?
11 Yes, Air Force
12 Yes, Army
13 Yes, Navy
14 Yes, Marine Corps
15 Yes, Coast Guard
06 No, but I have been on active duty.
07 No, but I expect to be drafted.
08 No, but I expect to enlist voluntarily.
00 No, and I do not expect to be.
XX

20. Have you a military serial number? (Do not give your selective service number.)
1 No.
X Yes, the number is _____

PLEASE DO NOT WRITE IN THIS AREA

21. Would you like to serve in the Peace Corps?
04 Yes, for a 4-year period.
03 Yes, for a 3-year period.
02 Yes, for a 2-year period.
01 Yes, for a 1-year period.
00 No, although I am familiar with it.
10 I am not familiar with it.
XX

22. Have you attended college since leaving high school?
14 Yes, I was a full-time student in the school year ending in June 1964.
13 Yes, I was a part-time student in the school year ending in June 1964.
12 Yes, I entered but I dropped out temporarily.
11 Yes, but I dropped out and don't plan to return.
09 No, but I plan to enter college within a year or two.
08 No, but I plan to enter college later; I have no idea when.
07 No, and I have no plans to do so.
XX

ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY. IF NOT, GO TO THE COMMENTS SECTION AT THE END.

23. Fill in the name and location of the college or university you are now attending, or the last one you attended:
College: _____
University (if college is part of one): _____
City _____ State _____

24. When did you enter college for the first time?
Month _____ Year _____

25. If you have attended more than one college or university since leaving high school, please indicate below:

Name of college	City and State	Dates

26. Were you attending college at the end of the school year in June 1964?
10 Yes.
0 No, I dropped out before that.

If you dropped out of college, what was your main reason?
21 I was offered a job.
22 I became homesick.
23 I didn't enjoy the social life.
24 I got married.
25 College work was boring.
26 I had to study too hard.
27 I was afraid I was going to fail.
32 I flunked out.
33 I got into disciplinary troubles.
34 I had financial difficulties.
35 I became ill.
36 There was a family emergency.
40 Some other reason. (Please specify.) _____
50
XX

27. How many college credits did you have by July 1964? (Indicate on ONE of the lines below.)
2** _____ semester-hour credits.
2** _____ semester-hour credits.
3** _____ quarter-hour credits.
100 _____ If your college does not use these units, check at left.
XXX

28. Which of the following college degrees or diplomas do you plan to earn? (Mark as many as apply.)
00 None
01 Associate in Arts
11 B.A. or B.S. (e.g., B.S. in Ed., B.S. in Engin., etc.)
12 B.B.A.
1 21 Other bachelor's degree (Specify:) _____
21 M.A. or M.S.
31 Other master's degree (Specify:) _____
32 Ph.D.
41 LL.B., Law
42 M.D., Medicine
43 D.D.S., Dentistry
4 — Other professional degree (Specify:) _____
— — Other (Specify:) _____
XX

29. In which of the following areas do you expect to specialize or "major" in college? Mark ONE even if you haven't made up your mind. Please MARK ONLY ONE.
01 Mathematics.
02 Physical sciences (astronomy, physics, chemistry, etc.).
03 Biological sciences (botany, zoology, physiology, etc.).
04 Social studies (history, government, political science, civics, economics, geography, sociology, etc.).
05 English.
06 Foreign languages.
07 Fine arts.
08 Music.
09 Psychology.
10 Philosophy.
11 Religion.
12 Education.
13 Engineering.
14 Business and commerce.
15 Home economics.
16 Agriculture and forestry.
17 Nursing.
18 Physical Education.
19 Some other. (Please specify.) _____
XX

30. Various subjects you may have studied in college are listed below. What were your grades in these subjects? Write your grade for each subject on the line provided (showing your AVERAGE grade if you took more than one course in a subject):
Write 4 for a grade of A.
Write 3 for a grade of B.
Write 2 for a grade of C.
Write 1 for a grade of D.
Write 0 for a grade of F.
Write P if you passed but received no grade.
Write X if you have taken no courses in this subject.
• _____ a. Mathematics.
• _____ b. Physical sciences (astronomy, physics, chemistry, etc.).
• _____ c. Biological sciences (botany, zoology, physiology, etc.).
• _____ d. Social studies (history, government, political science, civics, economics, geography, sociology, etc.).
• _____ e. English composition and grammar.
• _____ f. English literature.
• _____ g. Foreign languages.
• _____ h. Fine arts.
• _____ i. Music.
• _____ j. Psychology.
• _____ k. Philosophy.
• _____ l. Religion.
• _____ m. Education.
• _____ n. Engineering.
• _____ o. Business, commerce, or secretarial work.
• _____ p. Home economics.
• _____ q. Agriculture and forestry.
• _____ r. Nursing.
• _____ s. Other courses. (Please specify.) _____
X _____ t. Average of marks in all courses.

COMMENTS

We'd be glad to have you make comments and suggestions about this questionnaire. If the space below is not big enough, enclose a separate page when you fold and seal your booklet.

_____

_____

Please sign your name below and fill in the date.

_____ (Signature)

Month _____ Day _____ Year _____

PLEASE CORRECT YOUR NAME AND ADDRESS.

Please correct your name and address on the label on page 4. This helps us to keep your address file with us up to date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then moisten the tab, seal the booklet, and drop it in a mailbox.

IT REQUIRES NO POSTAGE.

Form 1-D1

UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15213

November 19, 1965

Dear Project TALENT Alumnus:

Early in October we sent a copy of this questionnaire to all those who took part in Project TALENT as 12th graders in 1960. We have been most pleased with the splendid cooperation of your former classmates. The questionnaires poured in and they look like they will be very helpful in improving our schools. There is only one problem. We haven't heard from you.

Maybe you did not receive it at all because your address had not been changed on our records. Perhaps you returned the questionnaire to us but it arrived too late for us to remove your name from this present mailing. If you recently returned the questionnaire to us, it is not necessary that you complete this one. If you have not done so, please take ten minutes or so to complete the questionnaire.

We are interested in each one of you and want to know what has happened to you in the last five years--whether you have continued your education, the jobs you've held, whether you are married or single, etc. Most of the questions can be answered by checking the choice that describes what you have been doing, but if you think additional explanation is needed on some of the questions, feel free to write in your comments, or even enclose an additional piece of paper.

As we mentioned in the first questionnaire, we do want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

The members of the Project TALENT staff are most appreciative of your personal help, and wish you success in carrying out your plans.

Sincerely,

John C. Flanagan

John C. Flanagan
Professor and Director of Project TALENT

JCF:mls

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 3, please correct the label so that we can keep our record up to date. Please do not remove the address label.

PROJECT TALENT FOLLOW-UP SURVEY

PLEASE DO NOT WRITE IN THIS AREA

—— 1. Date of your birth _____
Month Day Year

2. Check One:
1 ☐ Male
2 ☐ Female
X

3. Did you get a high school diploma?
1 ___ ☐ Yes, when I graduated in _____ (year).
2 ___ ☐ Yes, I dropped out of school, but later returned and got my diploma in _____ (year).
3 ___ ☐ Yes, by examination or through correspondence school after I left high school. (year _____)
6 ___ ☐ No, I dropped out of school in _____ (year).
7 0 ☐ No, I went through grade 12 but did not get a diploma.
XX

4. As of October 1, 1965, were you looking for a job?
1 ☐ Yes, a full-time job.
2 ☐ Yes, a part-time job.
3 ☐ No, I had a job.
4 ☐ No, I was in school and didn't want a job.
5 ☐ No, I am a housewife.
6 ☐ No, my health would not permit it.
7 ☐ No, for a reason not given above.
X

5. Did you have any paid job as of October 1, 1965?
100 ☐ No. (If this is your answer, skip Question 6 and go to Question 7.)
2** ☐ Yes, a part-time job.
3** ☐ Yes, a full-time job.
} Average no. of hours worked per week: _____ hours.
XXX

6. If you had a paid job as of October 1, 1965:
(a) What was this job called? _____
—— (b) What did you do on it? _____

(c) What was your pay (before deductions) when you first started on this job? (Please fill in ONE of the lines.)
5**** $ _____ per week
1**** or $ _____ per month
9**.** or $ _____ per hour
XXXXX

(d) What was your pay (before deductions) on that job as of October 1, 1965? (Please fill in ONE of the lines.)
5**** $ _____ per week
1**** or $ _____ per month
9**.** or $ _____ per hour
XXXXX

(e) As of October 1, 1965, how long had you worked on that job?
1 ☐ Less than 2 months.
2 ☐ 2-6 months.
3 ☐ 6-12 months.
4 ☐ 1-2 years.
5 ☐ 2-4 years.
6 ☐ 4-6 years.
7 ☐ More than 6 years.
X

(f) Who was your employer on that job?
0 ☐ Private company with 100 or more employees.
1 ☐ Private company with fewer than 100 employees.
2 ☐ Family business.
3 ☐ Self-employed.
4 ☐ College or university or junior college.
5 ☐ Other educational institutions.
6 ☐ State or local government (except teaching)
7 ☐ Federal Government (U.S.)
8 ☐ Hospital, church, clinic, welfare organization, etc.
9 ☐ Other (specify) _____
X

(g) How do you feel about your present type of work?
4 ☐ Very satisfied with it.
3 ☐ Fairly satisfied with it.
2 ☐ Neither satisfied nor dissatisfied.
1 ☐ Rather dissatisfied with it.
0 ☐ Very dissatisfied with it.
X

(h) Do you plan to remain on this job for at least another year?
1 ☐ Yes.
2 ☐ No. I would like to change jobs, but continue to do the same type of work.
3 ☐ No. I would like to get a job in the same field, but at a more advanced level.
4 ☐ No. I would like to get a job in a different field.
X

7. How many full-time paid jobs have you held between June, 1960 and September 30, 1965? (Circle answer.)
X None 1 2 3 4 5 6 7 8 More than 8

8. (a) What occupation do you plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work.)
_____
_____
_____

(b) What steps have you taken in this direction? Mark as many as apply.
☐ 8 a. I now have a regular job in this field.
☐ 4 b. I now have a job as a trainee in this field.
☐ 2 c. My present job may lead to work in this field.
— ☐ 1 d. I am doing volunteer work in this field.
☐ 1 e. I have had special training or education in this field.
— ☐ 9 f. None of the above.

(c) If you have had special training or education in this field, how or where did you get it? (Mark as many as apply.)
☐ 1 a. In high school.
☐ 2 b. In college as an undergraduate.
☐ 4 c. In graduate school or professional school after college.
— ☐ 8 d. In some other kind of school, since high school.
☐ 1 e. An apprenticeship program.
☐ 2 f. On-the-job training (informal or formal).
— ☐ 4 g. An informal program: reading or other independent study.
☐ 1 h. Some other way.
— ☐ 9 i. I have had no special training or education in this field.

9. (a) How many times have you married?
0 ☐ Never
1 ☐ Once
2 ☐ More than once
X

—— (b) When did you first marry? _____
Month/Year

10. Your present marital status:
1 ☐ Single
2 ☐ Married
3 ☐ Separated
4 ☐ Divorced
5 ☐ Widowed
X

— 11. How many children do you have? _____

— 12. How old is your oldest child? _____

PLEASE DO NOT WRITE IN THIS AREA

13. Please indicate your past and present status in regard to military duty. (Mark as many as apply.)

(a) Was in	(b) Am now in	
		a. (Active Duty)
☐	☐	1. Air Force
☐	☐	2. Army
☐	☐	3. Navy
☐	☐	4. Marine Corps
☐	☐	5. Coast Guard
		b. (Reserves and National Guard)
☐	☐	1. Air Force Reserve
☐	☐	2. Army Reserve
☐	☐	3. Naval Reserve
☐	☐	4. Marine Corps Reserve
☐	☐	5. Coast Guard Reserve
☐	☐	6. Air National Guard
☐	☐	7. Army National Guard
		c. (ROTC)
☐	☐	1. Air ROTC
☐	☐	2. Army ROTC
☐	☐	3. Naval ROTC
☐	☐	**d. 0. None of the above**

14. On October 1, 1965, were you on active military duty?

4 ☐ Yes.
3 ☐ No, I have completed my military duty.
2 ☐ No, but I expect to enlist voluntarily.
1 ☐ No, but I expect to be drafted.
0 ☐ No, and I do not expect to be.

15. What is your social security number?

(X's) — — — - — — - — — — —

16. Race:

1 ☐ Oriental
2 ☐ White
3 ☐ Negro
9 ☐ Other (Please specify.): _____
X

17. Religion:

1 ☐ Protestant
2 ☐ Catholic
3 ☐ Jewish
9 ☐ Other (Please specify.): _____
0 ☐ None
8 ☐ I prefer not to answer this question.
X

18. Have you made any important decisions that you are sorry about now? (Mark as many as apply.)

☐ 1 a. I wish I had taken additional educational training after high school to prepare me for a better job.
☐ 2 b. I wish I had graduated from high school instead of dropping out.
☐ 4 c. I'm sorry I didn't go to college.
☐ 8 d. I'm sorry I dropped out of college.
☐ 1 e. I wish I had never gone to college.
☐ 2 f. I'm sorry I didn't select a different college from the one I attended.
☐ 4 g. I wish I had chosen a different major field in college.
☐ 1 h. I'm sorry about the kind of work I decided to do.
☐ 2 i. I wish I hadn't been so young when I got married.
☐ 4 j. Other (Specify.) _____
☐ 9 k. No, I am not sorry about any important decisions I've made.

19. Have you attended college (four-year college or junior college) since leaving high school?

1 ☐ Yes, as a full-time student working towards a degree.
2 ☐ Yes, as a part-time student working towards a degree.
3 ☐ Yes, for informal, non-credit courses, or not working towards a degree.
4 ☐ No.
X

20. Did you attend any other type of school?

1 ☐ No.
2 ☐ Yes, a technical institute (or electronics, drafting, computer programming, or something similar).
3 ☐ Yes, a school of nursing (3-year program).
4 ☐ Yes, a school of practical nursing.
5 ☐ Yes, a secretarial or business school.
6 ☐ Yes, a trade or apprentice school or vocational school.
7 ☐ Yes, an armed forces enlisted-man's school.
9 ☐ Other. (Please specify.) _____
X

21. Which of the following licenses, certificates, or diplomas have you obtained or do you plan to obtain? (Mark as many as apply.)

(a) Have Rec'd.	(b) Plan to Obtain	
☐	☐	1. Certificate based upon apprenticeship or on-the-job training. (Describe) _____
☐	☐	2. Certificate or license based upon correspondence or other specified courses. (Please describe.) _____
☐	☐	3. Trade school certificate.
☐	☐	4. Business school or secretarial diploma.
☐	☐	5. Practical nursing certificate.
☐	☐	6. RN (Registered Nurse)
☐	☐	7. Certificate from a technical institute.
☐	☐	8. CPA (Certified Public Accountant).
☐	☐	0. None of the above.

22. Which of the following college degrees or diplomas have you earned or do you plan to earn? (Mark as many as apply.)

(a) Have Rec'd.	(b) Plan to Obtain	
☐	☐	0. None
☐	☐	1. Junior college diploma (e.g. Associate in Arts, etc.)
☐	☐	2. B.A., B.S., B.B.A., B.?A. (e.g., B.A. in History, B.S. in Ed., etc.)
☐	☐	2. Other bachelor's degree (Specify). _____
☐	☐	3. M.A. or M.S.
☐	☐	3. Other master's degree (Specify). _____
☐	☐	4. Ph.D. or Ed.D.
☐	☐	5. LL.B. (law)
☐	☐	6. M.D. (medicine)
☐	☐	7. D.D.S. (dentistry)
☐	☐	8. Other professional degree (Specify) _____
☐	☐	9. Other (Specify) _____

ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY FOR CREDIT. IF NOT, PLEASE TURN TO PAGE 5 AND ANSWER QUESTIONS 32, 33, AND 34.

23. What colleges or universities have you attended as an undergraduate? If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first.)

1, 0

Name of College or University	City and State	(a) Dates Attended	(b) Degree Earned	(b) Date Mo.	Yr.

24. Students who have done or are doing graduate work should also complete the following, giving the name of the graduate or professional school they attended.

Name of University	Name of School	City and State	Dates Attended

PLEASE DO NOT WRITE IN THIS AREA

25. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you are a graduate student, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major	(b) Minor	(c) Graduate Major	
☐	☐	☐	01. Mathematics
☐	☐	☐	02. Physical Sciences
☐	☐	☐	03. Biological sciences
☐	☐	☐	04. Psychology
☐	☐	☐	05. History
☐	☐	☐	06. Economics
☐	☐	☐	07. Social sciences (other)
☐	☐	☐	08. Social work
☐	☐	☐	09. English
☐	☐	☐	10. Foreign languages
☐	☐	☐	11. Fine Arts
☐	☐	☐	12. Music
☐	☐	☐	13. Philosophy
☐	☐	☐	14. Religion or Theology
☐	☐	☐	15. Law (Pre-Law)
☐	☐	☐	16. Medicine (Pre-Medicine)
☐	☐	☐	17. Dentistry (Pre-Dentistry)
☐	☐	☐	18. Nursing
☐	☐	☐	19. Other health professions
☐	☐	☐	20. Engineering
☐	☐	☐	21. Architecture
☐	☐	☐	22. Elementary education
☐	☐	☐	23. Physical education
☐	☐	☐	24. Education (other)
☐	☐	☐	25. Accounting
☐	☐	☐	26. Business and commerce
☐	☐	☐	27. Home Economics
☐	☐	☐	28. Agriculture or Forestry
☐	☐	☐	29. Some other (please specify.) _____
☐	☐		00. None – I do not intend to earn a bachelor's degree.
		☐	00. None – I am not doing graduate work.

26. Are you enrolled in a college or university this semester?

1 ☐ Yes, as an undergraduate, full-time
2 ☐ Yes, as an undergraduate, part-time
3 ☐ Yes, as a graduate student, full-time
4 ☐ Yes, as a graduate student, part-time
5 ☐ No
X

27. During the last year you were an undergraduate, did you also hold a job?

1 ☐ Yes. Average No. of hours worked per week _____ hrs.
000 ☐ No.
XXX

28. Please indicate your present class status in college (or the highest level you have reached).

1 ☐ Freshman
2 ☐ Sophomore
3 ☐ Junior
4 ☐ Senior
5 ☐ I have already earned a bachelor's degree, and have not done any graduate work.
6 ☐ I have already earned a bachelor's degree, and am or have been a graduate student.
X

29. As an undergraduate, what is or was your average grade in your major subject, and in all subjects? (Please circle one in each row.)

Major subject:
A A– B+ B B– C+ C C– D+ D D– F

All subjects:
A A– B+ B B– C+ C C– D+ D D– F

11 10 09 08 07 06 05 04 03 02 01 00
Do not write in this space.

30. Where did you get the funds for your undergraduate college education? (Include tuition and other expenses). (Mark as many as apply.)

☐ 1 a. Loans from the National Defense Education Act Loan Fund.
☐ 2 b. Loans from college loan funds
☐ 4 c. Loans from banks or other organizations
☐ 1 d. Loans from family or friends
☐ 2 e. Parents, family, trust fund, or friends
☐ 4 f. My own savings
☐ 1 g. Working while attending college
☐ 2 h. Scholarships or grants from college attended
☐ 4 i. Scholarships or grants from other sources
☐ 1 j. Other. Please specify: _____

31. Where did you live most of the time while attending college? (Mark an answer for each school year.)

(a) Fresh.	(b) Soph.	(c) Jr.	(d) Sr.	
☐	☐	☐	☐	1. At home – within an hour's commuting time.
☐	☐	☐	☐	2. At home – more than an hour's commuting time.
☐	☐	☐	☐	3. In a college dormitory.
☐	☐	☐	☐	4. In a fraternity or sorority house
☐	☐	☐	☐	5. Away from home in a rented room or apartment.
☐	☐	☐	☐	6. Away from home with friends or relatives.
☐	☐	☐	☐	9. Other. (Specify) _____
		☐	☐	0. I didn't reach that year of college.

12th Grade Five-Year Follow-up

-5-

Project TALENT is a research study that will make recommendations for improving the education and guidence of American youth. On this page we should like to learn about your experiences and get your recommendations and suggestions.

32. How well have the training and education you have obtained prepared you for an occupation that will make full use of your abilities?

4 ☐ Very well
3 ☐ Fairly well
2 ☐ Not very well
1 ☐ Rather poorly
0 ☐ Very poorly
X

Please explain your answer by describing the strong or weak points in this aspect of your education.

33. How well have the training and education you have obtained prepared you for a full and satisfying life outside of your work?

4 ☐ Very well
3 ☐ Fairly well
2 ☐ Not very well
1 ☐ Rather poorly
0 ☐ Very poorly
X

Please explain your answer by describing the strong or weak points in this aspect of your education.

34. How well have the training and education you have obtained prepared you for effective performance of your responsibilities as a citizen?

4 ☐ Very well
3 ☐ Fairly well
2 ☐ Not very well
1 ☐ Rather poorly
0 ☐ Very poorly
X

Please explain your answer by describing the strong or weak points in this aspect of your education.

ADDITIONAL COMMENTS

If you feel you would like to make additional comments on your experiences in high school and in the years since high school, please feel free to do so. Also, you may use this space to explain any of your previous answers.

Please sign your name below and fill in the date.

Signature _____

Month _____ Day _____ Year _____

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the label on page 6. This helps us to keep your address file with us up to date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then moisten the tab, seal the booklet, and drop it in a mailbox.

IT REQUIRES NO POSTAGE.

PLEASE DO NOT WRITE IN THIS AREA

PLEASE DO NOT WRITE IN THIS AREA

PLEASE DO NOT WRITE IN THIS AREA

PLEASE DO NOT WRITE IN THIS AREA

11th Grade Five-Year Follow-up

UNIVERSITY OF PITTSBURGH

PITTSBURGH, PENNSYLVANIA 15213

October 10, 1966

Dear Project TALENT Alumnus:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the current national effort to improve American education. In 1962 you received a questionnaire from us. We want to thank you for your replies to our earlier questionnaire. Now we are calling on you again for help.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered the military service; your career plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

Many Project TALENT participants have written us that they are interested in learning more about the findings from the original Project TALENT tests and the one-year follow-up questionnaires. We try to keep Project TALENT participants informed through the Project TALENT News. We would welcome suggestions from you as to the sorts of things you would be interested in seeing in this publication. Your next copy of the Project TALENT News should reach you in a few days.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan

John C. Flanagan
Professor and Director of Project TALENT

JCF/c

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 6 please correct the label so that we can keep our record up to date. Please do not remove the address label.

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PROJECT TALENT FOLLOW-UP SURVEY

PLEASE DO NOT WRITE IN THIS AREA

__ __ 1. Date of your birth _____
Month Day Year

2. Check one:
1 ☐ Male
2 ☐ Female
X

3. Did you get a high school diploma?
1__12 ☐ Yes, when I graduated in _____ (year).
2__12 ☐ Yes, I left school, but later returned and got my diploma in _____ (year).
3__12 ☐ Yes, by examination or through correspondence school in _____ (year).
4__ __ ☐ No, I left school in _____ (year). The last grade I completed was _____ (10, 11, 12).
XXXX

4. Please answer this question only if you had a job or were looking for work in the period between October 1, 1965, and October 1, 1966. (Include military service.)

(a) How much did you earn between October 1, 1965, and October 1, 1966, in wages, salary, commissions, or tips from all jobs (before deductions)?
(Enter amount or check "None." If exact figure is not known, give best estimate.)

___ ___
000
XXX
$ _____ OR ☐ NONE
(Dollars Only)

(b) How much did you earn between October 1, 1965, and October 1, 1966, in profits or fees from working in your own business, professional practice, partnership, or farm? Please give net income after business expenses.
(Enter amount or check "None." If exact figure is not known, give best estimate. If business or farm lost money, write "Loss" after amount.)

___ ___
0000
XXXX
$ _____ OR ☐ NONE
(Dollars Only)

(c) How many weeks did you work between October 1, 1965, and October 1, 1966, either full-time or part-time? Count paid vacation and paid sick leave as weeks worked.
(If exact figure is not known, give best estimate.)

__ __
XX
_____ Number of weeks worked.

(d) How many weeks were you unemployed (without a job, but looking for work) between October 1, 1965, and October 1, 1966?
(If exact figure is not known, give best estimate.)

__ __
XX
_____ Number of weeks unemployed.

5. As of October 1, 1966, were you looking for a job (whether or not you had one)?
1 ☐ Yes, I was looking for a full-time job.
2 ☐ Yes, I was looking for a part-time job.
3 ☐ No.
X

6. Did you have any paid job as of October 1, 1966? (Consider active military duty as a full-time job.)
1** ☐ Yes, a part-time job. } Average no. of hours worked
2** ☐ Yes, a full-time job. } per week: _____ hours.
300 ☐ No, I was in school.
400 ☐ No, I am a housewife.
500 ☐ No, my health would not permit it.
600 ☐ No, for a reason not given above.
XXX

7. (a) Did you have any personal income between October 1, 1965, and October 1, 1966, which you did not earn from your work?
1 ☐ No.
2 ☐ Yes, but it was an unimportant part of my total income.
3 ☐ Yes, it was an important part of my total income.
4 ☐ Yes, it was my total income.
X

(b) If you answered "Yes" to Question 7 (a), please check the source(s) of this income:
☐ 1 a. GI Bill.
☐ 2 b. Scholarships, fellowships, etc.
__ ☐ 4 c. Unemployment compensation, disability, insurance, welfare payments, etc.
☐ 1 d. Family or parental support.
☐ 2 e. Inheritance, trust, etc.
__ ☐ 4 f. Investments.
__ ☐ 9 g. Other _____

8. (a) What occupation do you plan to make your life work? Be as specific as possible. For instance, if military service, specify type of work. (If your answer is "Housewife," skip 8b and 8c.)

_____

(b) What steps have you taken in this direction? Mark as many as apply.
☐ 1 a. I now have or have had a regular job in this field.
☐ 2 b. I now have or have had a job as a trainee in this field.
__ ☐ 4 c. My present job may lead to work in this field.
☐ 1 d. I am doing or have done volunteer work in this field.
☐ 2 e. I have had special training or education in this field.
__ ☐ 4 f. None of the above.

(c) If you have had special training or education in this field, how or where did you get it? (Mark as many as apply.)
☐ 1 a. In high school.
☐ 2 b. In college as an undergraduate.
__ ☐ 4 c. In graduate school or professional school after college.
☐ 1 d. In some other kind of school, since high school.
☐ 2 e. An apprenticeship program.
__ ☐ 4 f. On-the-job training (informal or formal).
☐ 1 g. An informal program: reading or other independent study.
☐ 2 h. Some other way.
__ ☐ 4 i. I have had no special training or education in this field

9. (a) How many times have you married?
0 ☐ Never.
1 ☐ Once.
2 ☐ More than once.
X (If "Never," skip to Question 13.)

__ __ (b) When did you first marry? _____ (Year)

10. Your present marital status:
1 ☐ Married.
2 ☐ Separated.
3 ☐ Divorced.
4 ☐ Widowed.
X

__ 11. How many children do you have? _____

__ 12. How old is your oldest child? _____

*** 13. What is your social security number?
**
****
(X's)
___ ___ ___ ___ ___ ___ ___

14. Race:
1 ☐ Negro
2 ☐ Oriental
3 ☐ White
9 ☐ Other (Please specify.) _____
X

15. Religion:
1 ☐ Catholic
2 ☐ Jewish
3 ☐ Protestant
9 ☐ Other (Please specify.) _____
0 ☐ None
8 ☐ I prefer not to answer this question.
X

16. What would you have done differently if more information or guidance had been available?
☐ 1 a. I would have taken additional educational training after high school to prepare me for a better job.
☐ 2 b. I would have graduated from high school instead of dropping out.
☐ 4 c. I would have gone to college.
__ ☐ 8 d. I would not have dropped out of college.
☐ 1 e. I would never have gone to college.
☐ 2 f. I would have selected a different college from the one I attended.
__ ☐ 4 g. I would have chosen a different major field in college.
☐ 1 h. I would have gone into some other line of work.
☐ 2 i. I would not have gotten married so young.
__ ☐ 4 j. I would have entered military service earlier.
☐ 1 k. Other (Specify.) _____

__ ☐ 8 l. Nothing.

17. Have you attended college (four-year college or junior college) since leaving high school?
1 ☐ Yes, as a full-time student working towards a degree.
2 ☐ Yes, as a part-time student working towards a degree.
3 ☐ Yes, courses for credit, but not working towards a degree.
4 ☐ Yes, for informal, noncredit courses.
5 ☐ No.
X

18. Did you attend any other type of school?
1 ☐ No.
2 ☐ Yes, a technical institute for electronics, drafting, computer programming, or something similar.
3 ☐ Yes, a school of nursing (2- or 3-year program leading to an RN).
4 ☐ Yes, a school of practical nursing.
5 ☐ Yes, a secretarial or business school.
6 ☐ Yes, a trade or apprentice school or vocational school.
7 ☐ Yes, an armed forces enlisted-man's school.
9 ☐ Other. (Please specify.) _____
X

19. Which of the following licenses, certificates, or diplomas have you received or do you plan to obtain? (Mark as many as apply.)

(a) Have Rec'd. (b) Plan to Obtain

☐ ☐ 1. Certificate based on apprenticeship or on-the-job training.
(Describe) _____
☐ ☐ 2. Teacher's certificate issued by the state.
__ (a) ☐ ☐ 3. Trade school certificate.
☐ ☐ 4. Business or secretarial school diploma.
(b) ☐ ☐ 5. Practical nursing certificate.
☐ ☐ 6. RN (Registered Nurse).
☐ ☐ 7. Certificate from a technical institute.
X ☐ 8. CPA (Certified Public Accountant).
X ☐ 9. Other certificate or license based upon a course of study. (Describe) _____

20. Which of the following college degrees or diplomas have you earned or do you plan to earn?
(Mark as many as apply.)

(a) Have Earned (b) Plan to Earn

☐ ☐ 0. None.
☐ ☐ 1. Junior college diploma (e.g., Associate in Arts, etc.)
☐ ☐ 2. B.A., B.S., B.B.A., B.F.A., (e.g., B.A. in History, B.S. in Ed., etc.)
☐ ☐ 2. Other bachelor's degree (Specify.) _____
__ (a) ☐ ☐ 3. M.A. or M.S.
3. Other master's degree (Specify.) _____
(b) ☐ ☐ 4. Ph.D. or Ed.D.
☐ ☐ 5. LL.B. (law)
X ☐ ☐ 6. M.D. (medicine)
☐ ☐ 7. D.D.S. (dentistry)
X ☐ ☐ 8. Other professional degree (Specify.) _____
☐ ☐ 9. Other (Specify.) _____

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY FOR CREDIT, PLEASE ANSWER THE QUESTIONS ON PAGE 4, AND THEN GO ON TO PAGE 5.

IF YOU HAVE NOT ATTENDED COLLEGE, PLEASE TURN TO PAGE 5.

21. What colleges or universities have you attended as an undergraduate? If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first.)

	Name of College or University	City and State	(a) Dates Attended	(b) Degree Earned	(b) Date Mo.	(b) Date Yr.
1, 0						

22. Students who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended.

Name of University	Name of School	City and State	Dates Attended

PLEASE DO NOT WRITE IN THIS AREA

23. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you are a graduate student, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major	(b) Undergraduate Minor	(c) Graduate Major	
			01. Mathematics
			02. Physical Sciences
			03. Biological Sciences
			04. Psychology
			05. History
			06. Economics
			07. Political Science
			08. Social sciences (other)
			09. Social work
			10. English
			11. Foreign languages
			12. Humanities
			13. Fine Arts
			14. Music
			15. Philosophy
			16. Religion or Theology
			17. Law (Pre-Law)
			18. Medicine (Pre-Medicine)
			19. Dentistry (Pre-Dentistry)
			20. Nursing
			21. Other health professions
			22. Engineering
			23. Architecture
X			24. Elementary education
			25. Physical education
			26. Education (other)
X			27. Library Science
			28. Accounting
X			29. Business and Commerce
			30. Home Economics
			31. Agriculture or Forestry
			32. Some other (please specify.)
			00. None – I do not intend to earn a bachelor's degree.
			00. None – I am not doing graduate work.

24. Are you enrolled in a college or university this semester (fall, 1966)?

1 Yes, as an undergraduate, full-time.
2 Yes, as an undergraduate, part-time.
3 Yes, as a graduate student, full-time.
4 Yes, as a graduate student, part-time.
5 Yes, postgraduate study not for a degree (either full- or part-time).
6 No.
X

25. Please indicate your present class status in college (or the highest level you have reached).

1 ☐ Freshman
2 ☐ Sophomore
3 ☐ Junior
4 ☐ Senior
5 ☐ I have already earned a bachelor's degree, and have not done any graduate work toward an advanced degree.
6 ☐ I have already earned a bachelor's degree, and am or have been a graduate studen working toward an advanced degree.
X

26. As an undergraduate, what is or was your average grade in your major subject, and in all subjects? (Please circle one in each row.)

Major subject:

X X A A- B+ B B- C+ C C- D+ D D- F

All subjects:

X X A A- B+ B B- C+ C C- D+ D D- F

11 10 09 08 07 06 05 04 03 02 01 00
Do not write in this space

27. During the last year you were an undergraduate, did you also hold a job?

1 ___ Yes. Average hours worked per week: ____ hours.
000 No.
XXX

28. Where did you get the funds for your undergraduate college education? (Include tuition and other expenses.) (Mark as many as apply.)

☐ 1 a. Loans from the National Defense Education Act Loan Fund.
☐ 2 b. Loans from college loan funds.
— ☐ 4 c. Loans from banks or other organizations.
☐ 1 d. Loans from family or friends.
☐ 2 e. Parents, family, trust fund, or friends.
— ☐ 4 f. My own savings.
☐ 1 g. Working while attending college.
☐ 2 h. Scholarships or grants from college attended.
— ☐ 4 i. Scholarships or grants from other sources.
☐ 1 j. GI Bill.
☐ 2 k. War Orphans Act.
— ☐ 4 l. Other. Please specify: _____

PLEASE DO NOT WRITE IN THIS AREA

29. We need to know about the full-time jobs you have had since high school. Please list your full-time jobs from the first job after high school to the last or present one. List active duty in the military service as a job, and tell what type of work you did in the service. It is all right to have overlap in dates if you had two full-time jobs at one time. More than one line can be used for describing a particular job.

DATES From (mo./yr.)	DATES To* (mo./yr.)	JOB TITLE (What was this job called?)	JOB DESCRIPTION (What did you do on the job?)	REASON FOR LEAVING

*For your present job, leave this column blank.

ADDITIONAL COMMENTS

If you would like to make any additional comments concerning your work experiences, please feel free to do so. We are also interested in comments about any of the decisions you made either in high school or after high school.

PLEASE DO NOT WRITE IN THIS AREA

30. If you are presently working, do you plan to remain on this job for at least another year?

1 ☐ Yes.
2 ☐ No, I would like to change jobs, but continue to do the same type of work.
3 ☐ No, I would like to get a job in the same field, but at a more advanced level.
4 ☐ No, I would like to get a job in a different field.
5 ☐ No, for some other reason.
X

§ § § § §

Please sign your name below and fill in the date.

Signature _____

Date _____ Month _____ Day _____ Year

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the label on page 6. This helps us to keep your address file up-to-date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then moisten the tab, seal the booklet, and drop it in a mailbox.

IT REQUIRES NO POSTAGE.

AMERICAN INSTITUTES FOR RESEARCH
and
UNIVERSITY OF PITTSBURGH

October 2, 1967

Dear Project TALENT Alumnus:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the continuing national effort to improve American education. We want to thank you again for your previous participation in this important national project. Now we are calling on you once more for help. About 200,000 young Americans who were in the eleventh or twelth grade in 1960 have already been included in this current series of questionnaire follow-ups. Now we are calling on those of you who were in the tenth grade.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered the military service; your career plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

Many Project TALENT participants have written us that they are interested in learning more about the findings from the original Project TALENT tests and the one-year follow-up questionnaires. We try to keep Project TALENT participants informed through the Project TALENT News. We would welcome suggestions from you as to the sorts of things you would be interested in seeing in this publication. Your next copy of the Project TALENT News should reach you in a few days.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Director of Project TALENT

JCF/c

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PROJECT TALENT FOLLOW-UP SURVEY

PLEASE DO NOT WRITE IN THIS AREA

1. Date of your birth _____ (Month / Day / Year)

2. Check one:
1 ☐ Male
2 ☐ Female
X

3. Did you get a high school diploma?
1 12 ☐ Yes, when I graduated in _____ (year).
2 12 ☐ Yes, I left school, but later returned and got my diploma in _____ (year).
3 12 ☐ Yes, by examination or through correspondence school in _____ (year).
4 ___ ☐ No, I left school in _____ (year). The last grade I completed was _____ (9, 10, 11, 12).
XXXX

4. Please answer this question only if you had a job or were looking for work in the period between October 1, 1966, and September 30, 1967. (Include military service.)

(a) What were your total earnings between October 1, 1966, and September 30, 1967, before deductions and taxes? Include as earnings wages, salary, commissions, or tips from all jobs; also, profits or fees from working in your own business, professional practice, partnership, or farm.

(Enter amount or check "None." If exact figure is not known, give best estimate.)

000 $ _____ OR ☐ NONE
XXX (Dollars Only)

(b) How many weeks did you work between October 1, 1966, and September 30, 1967, either full-time or part-time? Count paid vacation and paid sick leave as weeks worked.
(If exact figure is not known, give best estimate.)
XX _____ Number of weeks worked.

(c) How many weeks were you unemployed (without a job, but looking for work) between October 1, 1966, and September 30, 1967.
(If exact figure is not known, give best estimate.)
XX _____ Number of weeks unemployed.

5. As of September 30, 1967, were you looking for a job (whether or not you had one)?
1 ☐ Yes, I was looking for a full-time job.
2 ☐ Yes, I was looking for a part-time job.
3 ☐ No.
X

6. Did you have any paid job as of September 30, 1967? (Consider active military duty as a full-time job.)
1** ☐ Yes, a part-time job. } Average no. of hours worked
2** ☐ Yes, a full-time job. } per week _____ hours.
300 ☐ No, I was in school.
400 ☐ No, I am a housewife.
500 ☐ No, my health would not permit it.
600 ☐ No, for a reason not given above.
XXX

7. If you had a paid job as of September 30, 1967:
(a) What was this job called? _____
(b) What did you do on it? _____

(c) Do you plan to remain on this job for at least another year?
1 Yes.
2 No, I would like to change jobs, but continue to do the same type of work.
3 No, I would like to get a job in the same field, but at a more advanced level.
4 No, I would like to get a job in a different field.
5 No, for some other reason.
X

8. How many full-time paid jobs have you held between June, 1962 and September 30, 1967? (Circle answer.)
X None 1 2 3 4 5 6 7 8 More than 8

9. (a) What occupation do you plan to make your life work? Be as specific as possible. For instance, if military service, specify type of work. (If your answer is "Housewife," skip 9b and 9c.)
_____

(b) What steps have you taken in this direction? Mark as many as apply.
1 a. I now have or have had a regular job in this field.
2 b. I now have or have had a job as a trainee in this field.
4 c. My present job may lead to work in this field.
1 d. I am doing or have done volunteer work in this field.
2 e. I have had special training or education in this field.
4 f. None of the above.

(c) If you have had special training or education in this field, how or where did you get it? (Mark as many as apply.)
1 a. In high school.
2 b. In college as an undergraduate.
4 c. In graduate school or professional school after college.
1 d. In some other kind of school, since high school.
2 e. An apprenticeship program.
4 f. On-the-job training (informal or formal).
1 g. An informal program: reading or other independent study.
2 h. Some other way.
4 i. I have had no special training or education in this field.

10. Have you ever voted in a national, state, or local election?
20 No.
1 Yes, I first voted in 19__.
X X

11. Please indicate your past and present status in regard to military duty. (Mark as many as apply.)

	(a) Was in	(b) Am Now in
a. (Active Duty)		
1. Air Force	☐	☐
2. Army	☐	☐
3. Navy	☐	☐
4. Marine Corps	☐	☐
5. Coast Guard	☐	☐
b. (Reserves and National Guard)		
1. Air Force Reserve	☐	☐
2. Army Reserve	☐	☐
3. Naval Reserve	☐	☐
4. Marine Corps Reserve	☐	☐
5. Coast Guard Reserve	☐	☐
6. Air National Guard	☐	☐
7. Army National Guard	☐	☐
c. (ROTC)		
1. Air ROTC	☐	☐
2. Army ROTC	☐	☐
3. Naval ROTC	☐	☐
d. 0. None of the above	☐	☐

12. How many times have you married?

0 ☐ Never (If "Never," skip to Question 17.)
1 ☐ Once
2 ☐ More than once.

13. (a) When did you first marry? ____ (Year)

(b) How long had you known your spouse at the time?

____ years ____ months.

(c) How much formal education has he or she had?

1 ☐ Did not graduate from high school.
2 ☐ Graduated from high school.
3 ☐ Some college or junior college.
4 ☐ Graduated from a 4-year college.
5 ☐ Work towards a graduate or professional degree.
6 ☐ Has received a graduate or professional degree.

(d) Did he(she) attend any other type of school, such as business, vocational, trade, or technical?

1 ☐ Yes
2 ☐ No

(e) Did he (she) also participate in Project TALENT'S testing in 1960?

1 ☐ Yes
2 ☐ No
3 ☐ Don't know.

If Yes, what was his or her full name in 1960?

Last First Middle

Date of his (her) birth ____

14. Your present marital status:

1 ☐ Married.
2 ☐ Seperated.
3 ☐ Divorced.
4 ☐ Widowed.

15. How many children do you have? ____

16. How old is your oldest child? ____

17. Is your mother still living?

100 ☐ Yes, she is still living.
2 ☐ No, she has been dead ____ years.

18. Is your father still living?

100 ☐ Yes, he is still living.
2 ☐ No, he has been dead ____ years.

19. (a) Please indicate how much you smoke.

0 ☐ I have never smoked. (Skip to Question 20.
1 ☐ I did smoke heavily but have stopped completely.
2 ☐ I did smoke heavily but have cut down to less than half a pack of cigarettes a day.
3 ☐ I did smoke heavily but have cut down to between half a pack and a pack of cigarettes a day.
4 ☐ I never was a heavy smoker, and now I have stopped completely.
5 ☐ I have never been a heavy smoker. I now smoke less than half a pack of cigarettes a day.
6 ☐ I now smoke between half a pack and a pack of cigarettes a day. I have never smoked more heavily than that.
7 ☐ I smoke more than a pack of cigarettes a day.
8 ☐ I primarily smoke cigars.
9 ☐ I primarily smoke a pipe.

(b) At what age did you start smoking? ____

(c) How do you feel about the amount you smoke?

0 ☐ a. I am quite satisfied.
1 ☐ b. I plan to cut down on the amount I smoke.
2 ☐ c. I plan to stop smoking in the near future.
4 ☐ d. I have tried to stop smoking but have not been able to.

20. Race:

1 ☐ Negro
2 ☐ Oriental
3 ☐ White
4 ☐ American Indian
9 ☐ Other (Please specify.) ____

21. Religion:

1 ☐ Catholic
2 ☐ Jewish
3 ☐ Protestant
9 ☐ Other (Please specify.) ____
0 ☐ None
8 ☐ I prefer not to answer this question.

22. Have you attended college (four-year college or junior college) since leaving high school?

1 ☐ Yes, as a full-time student working towards a degree.
2 ☐ Yes, as a part-time student working towards a degree.
3 ☐ Yes, courses for credit, but not working towards a degree.
4 ☐ Yes, for informal, non-credit courses.
5 ☐ No.

23. Did you attend any other type of school?

1 ☐ No.
2 ☐ Yes, a technical institute for electronics, drafting, computer programming, or something similar.
3 ☐ Yes, a school of nursing (2- or 3-year program leading to an RN).
4 ☐ Yes, a school of practical nursing.
5 ☐ Yes, a secretarial or business school.
6 ☐ Yes, a trade or apprentice school or vocational school.
7 ☐ Yes, an armed forces enlisted-man's school.
9 ☐ Other. (Please specify.) ____

24. Which of the following licenses, certificates, or diplomas have you received or do you plan to obtain? (Mark as many as apply.)

(a) Have Rec'd.	(b) Plan to Obtain	
☐	☐	1. Certificate based on apprenticeship or on-the-job training. (Describe) ____
☐	☐	2. Teacher's certificate issued by the state.
☐	☐	3. Trade school certificate.
☐	☐	4. Business or secretarial school diploma.
☐	☐	5. Practical nursing certificate.
☐	☐	6. RN (Registered Nurse).
☐	☐	7. Certificate from a technical institute.
☐	☐	8. CPA (Certified Public Accountant).
☐	☐	9. Other certificate or license based upon a course of study. (Describe) ____

☐ 0. None of the above.

25. Which of the following college degrees or diplomas have you earned or do you plan to earn? (Mark as many as apply.)

(a) Have Earned	(b) Plan to Earn	
	☐	0. None.
	☐	1. Junior college diploma (e.g., Associate in Arts, etc.)
	☐	2. B.A., B.S., B.B.A., B.F.A., (e.g., B.A. in History, B.S. in Ed., etc.)
	☐	2. Other bachelor's degree (Specify.) ____
	☐	3. M.A. or M.S.
	☐	3. Other master's degree (Specify.) ____
	☐	4. Ph.D. or Ed.D.
	☐	5. LL.B. (law)
	☐	6. M.D. (medicine)
	☐	7. D.D.S. (dentistry)
	☐	8. Other professional degree (Specify.) ____
	☐	9. Other (Specify.) ____

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY FOR CREDIT, PLEASE ANSWER THE FOLLOWING QUESTIONS, NOS. 26-34, AND THEN GO ON TO QUESTION 35.

IF YOU HAVE NOT ATTENDED COLLEGE, PLEASE TURN TO PAGE 5 AND ANSWER QUESTION 35.

26. What colleges or universities have you attended as an undergraduate? If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first.)

Name of College or University	City and State	(a) Dates Attended	(b) Degree Earned	(b) Date No.	Yr.

27. Students who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended.

Name of University	Name of School	City and State	Dates Attended

28. As an undergraduate, what is or was your average grade in your major subject, and in all subjects? (Please circle one in each row.)

Major subject:

A A- B+ B B- C+ C C- D+ D D- F

All subjects:

A A- B+ B B- C+ C C- D+ D D- F

11	10	09	08	07	06	05	04	03	02	01	00

Do not write in this space

29. Where did you get the funds for your undergraduate college education? (Include tuition and other expenses.) (Mark as many as apply.)

a. Loans from the National Defense Education Act Loan Fund.
b. Loans from college loan funds.
c. Loans from banks or other organizations.
d. Loans from family or friends.
e. Parents, family, trust fund, or friends.
f. My own savings.
g. Working while attending college.
h. Scholarships or grants from college attended.
i. Scholarships or grants from other sources.
j. GI Bill.
k. War Orphans A.I.
l. Other. Please specify ____

30. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you are a graduate student, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major	(b) Minor	(c) Graduate Major	
☐	☐	☐	01. Mathematics
☐	☐	☐	02. Chemistry
☐	☐	☐	03. Physics
☐	☐	☐	04. Physical Sciences (other)
☐	☐	☐	05. Anatomy/Physiology
☐	☐	☐	06. Biochemistry
☐	☐	☐	07. Zoology
☐	☐	☐	08. Botany
☐	☐	☐	09. Biological Sciences (other)
☐	☐	☐	10. Psychology
☐	☐	☐	11. History
☐	☐	☐	12. Economics
☐	☐	☐	13. Political Science or Government
☐	☐	☐	14. Social Sciences (other)
☐	☐	☐	15. Social Work
☐	☐	☐	16. English
☐	☐	☐	17. Journalism
☐	☐	☐	18. Foreign Languages
☐	☐	☐	19. Humanities
☐	☐	☐	20. Fine Arts
☐	☐	☐	21. Music
☐	☐	☐	22. Philosophy
☐	☐	☐	23. Religion or Theology
☐	☐	☐	24. Law (Pre-Law)
☐	☐	☐	25. Medicine (Pre-Medicine)
☐	☐	☐	26. Dentistry (Pre-Dentistry)
☐	☐	☐	27. Nursing
☐	☐	☐	28. Other health professions
☐	☐	☐	29. Engineering
☐	☐	☐	30. Architecture
☐	☐	☐	31. Elementary Education
☐	☐	☐	32. Physical Education
☐	☐	☐	33. Education (other)
☐	☐	☐	34. Library Science
☐	☐	☐	35. Accounting
☐	☐	☐	36. Business and Commerce
☐	☐	☐	37. Home Economics
☐	☐		38. Agriculture or Forestry
☐	☐		39. Some other (Please specify.) _____
☐	☐		00. None – I do not intend to earn a bachelor's degree.
		☐	00. None – I am not doing graduate work.

31. Please indicate your present class status in college (or the highest level you have reached).

1 ☐ Freshman
2 ☐ Sophomore
3 ☐ Junior
4 ☐ Senior
5 ☐ I have already earned a bachelor's degree, and have not done any graduate work toward an advanced degree.
6 ☐ I have already earned a bachelor's degree, and am or have been a graduate student working toward an advanced degree.

32. Are you enrolled in a college or university this semester (fall, 1967)?

1 ☐ Yes, as an undergraduate, full-time.
2 ☐ Yes, as an undergraduate, part-time.
3 ☐ Yes, as a graduate student, full-time.
4 ☐ Yes, as a graduate student, part-time.
5 ☐ Yes, postgraduate study not for a degree (either full- or part-time).
6 ☐ No.

33. As a college undergraduate, did you participate in any athletic activities? Mark as many as apply.

a. Yes, I received a varsity "letter" or its equivalent) in:
☐ 1 e. Baseball
☐ 2 f. Basketball
☐ 4 g. Football
☐ 1 h. Swimming
☐ 2 i. Track
☐ 4 j. Other (Specify) _____

☐ 1 b. Yes, I played for a school team, but did not receive a "letter" (or its equivalent).
☐ 2 c. Yes, I participated in intramural activities (or their equivalent).
☐ 4 d. No, I did not take part in any organized athletic activities (even intramurals). (If "No," skip to Question 35).

34. Did you receive any awards for athletic participation?

4 Yes, I was nominated to an all-America team.
3 Yes, I was nominated to an all-state, all-regional team.
2 Yes, I received an award from my college or university (other than a varsity letter).
1 No, I did not receive any athletic awards.
9 Other (Specify) _____

ADDITIONAL COMMENTS

If you would like to make any additional comments concerning your work experiences, please feel free to do so. We are also interested in comments about any of the decisions you made either in high school or after high school.

35. If you have it readily available, please give us your social security number:

(X's) § § § § §

Please sign your name below and fill in the date.

Signature _____

Date _____ Month _____ Day _____ Year

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the label on page 6. This helps us to keep your address file up-to-date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then moisten the tab, seal the booklet, and drop it in a mailbox.

IT REQUIRES NO POSTAGE.

AMERICAN INSTITUTES FOR RESEARCH
and
UNIVERSITY OF PITTSBURGH

October 2, 1968

Dear Project TALENT Member:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT, a joint study conducted by the University of Pittsburgh and the American Institutes for Research. This study is part of the continuing national effort to understand and improve American life. We want to thank you again for your previous participation in this important national project. Now we need your help again. About 300,000 individuals who were in the tenth, eleventh, and twelfth grades in 1960 have already been included in this current series of questionnaire follow-ups. Now we are calling on those of you who were in the ninth grade.

With your help, Project TALENT is trying to determine the strengths and weaknesses of our local, state, and national programs in many spheres of life so that recommendations for improvement and change can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered the military service; your career plans; your family plans; etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan

John C. Flanagan
Director of Project TALENT

START HERE

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on page 6, please correct the label, so that we can keep our records up-to-date. Please do not remove the address label.

1. Date of your birth _____ Month _____ Day _____ Year

2. Check one:
1 [ ] Male
2 [ ] Female
X

3. Did you get a high school diploma?
1 _ 12 [ ] Yes, when I graduated in _____ (year).
2 _ 12 [ ] Yes, I left school, but later returned and got my diploma in _____ (year).
3 _ 12 [ ] Yes, by examination or through correspondence school in _____ (year).
4 _ _ _ [ ] No, I left school in _____ (year). The last grade I completed was _____ (8, 9, 10, 11, 12)
XXXX

4. How many times have you married?
0 [ ] Never (If "Never," skip to Question 9.)
1 [ ] Once
X [ ] More than once.

5. When did you first marry? _____ (year).

6. What is your present marital status?
1 [ ] Married
2 [ ] Separated
3 [ ] Divorced
4 [ ] Widowed
X

7. How many children do you have? _____

8. How old is your oldest child? _____

9. What is your social security number?

___ - ___ - ____

10. How many full-time paid jobs have you held between June 1963 and September 30, 1968? (Circle answer.)

None 1 2 3 4 5 6 7 8 More than 8

11. Please answer this question only if you had a job or were self employed, or were looking for work in the period between October 1, 1967, and September 30, 1968. (Include military service.)

(a) What were your total earnings between October 1, 1967, and September 30, 1968, before deductions and taxes? Include as earnings wages, salary, commissions, or tips from all jobs; also, profits or fees from working in your own business, professional practice, partnership, or farm.

(Enter amount below. If exact figure is not known, give best estimate.)

$ _____ (Dollars Only) If you had no earnings, check box. [ ]

(b) How many weeks did you work between October 1, 1967, and September 30, 1968, either full time or part-time, including self-employment. Count paid vacation and paid sick leave as weeks worked.
(If exact figure is not known, give best estimate.)

_____ Number of weeks worked.

(c) How many weeks were you unemployed (without a job, but looking for work) between October 1, 1967, and September 30, 1968.
(If exact figure is not known, give best estimate.)

_____ Weeks

12. As of September 30, 1968, were you looking for a job (whether or not you had one)?

1 [ ] Yes, I was looking for a full-time job
2 [ ] Yes, I was looking for a part-time job
3 [ ] No
X

13. Did you have any paid job as of September 30, 1968? (Consider active military duty as a full time job.)

[ ] Yes, a part-time job (Average no. of hours _____ hrs)
[ ] Yes, a full-time job ($ _____ earned per week)
300 [ ] No, I was in school (Skip to Question 15)
400 [ ] No, I am a housewife (Skip to Question 15)
500 [ ] No, my health would not permit it (Skip to Question 15)
600 [ ] No, for a reason not given above (Skip to Question 15)
XXX

14. If you had a paid job as of September 30, 1968

(a) What was this job called? _____

(b) What did you do on it? _____

(c) Do you plan to remain on this job for the next several years?

23 [ ] Yes
21 [ ] Probably
10 [ ] I can't decide
22 [ ] No, I would like to change jobs, but continue to do the same kind of work
30 [ ] No, I would like to get a job in the same field, but at a more advanced level
32 [ ] No, I would like to get a job in a different field
01 [ ] No, I plan to stop work altogether.
99 [ ] No, for some other reason.
XX

(d) Considering all aspects of your present job (the work, pay, co-workers, future, etc.), how do you feel about your job?

5 [ ] Very satisfied with it
4 [ ] Fairly satisfied with it
3 [ ] Neither satisfied nor dissatisfied
2 [ ] Rather dissatisfied with it
1 [ ] Very dissatisfied with it
X

(e) How do you feel about the kind of work you do on your present job? (Consider only the work itself -- not the pay, working conditions, or other factors that might make the job attractive or unattractive.)

5 [ ] Like the work very much
4 [ ] Like the work somewhat
3 [ ] Neither like it nor dislike it
2 [ ] Dislike the work somewhat
1 [ ] Dislike the work very much
X

(f) How well do you feel you do your job, in comparison with other people doing the same type of work?

96 [ ] I'm probably in the top 10%
45 [ ] I'm probably in the top quarter, but not the top 10%
34 [ ] I'm probably in the top half but not the top quarter
23 [ ] I'm probably not in the top half, but am better than the bottom 25%
12 [ ] I'm probably in the bottom quarter but better than the bottom 10%
01 [ ] I'm probably in the bottom 10% but better than the bottom 5%
00 [ ] I'm probably in the bottom 5%
XX

(g) Do you expect to advance in your present job?

5 [ ] No, I have already reached the top
4 [ ] Yes, I expect to advance far in this job
3 [ ] Yes, I expect to advance some
0 [ ] No, there is little or no opportunity for advancement
7 [ ] No, I am content with my present level
1 [ ] No, I do not expect to stay long enough to advance.
X

(h) Does your job provide good financial security?

5 [ ] Yes, that is one of the things I like about the job
4 [ ] Yes, but financial security isn't what I'm looking for
3 [ ] I don't know
2 [ ] No, but it doesn't matter because financial security is not what I want from a job
1 [ ] No, but it doesn't matter because I wouldn't want to stay very long anyhow
0 [ ] No, this is one of the drawbacks of the job
X

(i) How well does your present job fit in with your long-range plans or goals?

5 [ ] Extremely well
4 [ ] Very well
3 [ ] Fairly well
2 [ ] Hardly at all
1 [ ] Not at all
0 [ ] I don't have any long-range plans or goals
X

15. (a) What occupation do you plan to make your life work? Be as specific as possible. For instance, if military service specify type of work. (If your answer is "Housewife," skip to Question 16.)

_____

_____

_____

(b) What steps have you taken in this direction? (Mark as many as apply.)

[ ] 1 a I now have or have had a regular job in this field
[ ] 2 b I now have or have had a job as a trainee in this field
[ ] 4 c My present job may lead to work in this field
[ ] 1 d I am doing or have done volunteer work in this field
[ ] 2 e I have had special training or education in this field
[ ] 4 f None of the above

(c) If you have had special training or education in this field, how or where did you get it? (Mark as many as apply.)

[ ] 1 a In high school
[ ] 2 b In college as an undergraduate
[ ] 4 c In graduate school or professional school after college
[ ] 1 d In some other kind of school, since high school
[ ] 2 e An apprenticeship program
[ ] 4 f On-the-job training (informal or formal)
[ ] 1 g An informal program (reading or other independent study)
[ ] 2 h Some other way
[ ] 4 i I have had no special training or education in this field

WOMEN PLEASE ANSWER QUESTIONS 16-19 AND THEN GO ON TO QUESTION 20. MEN PLEASE SKIP TO QUESTION 20

16. Have you been employed continuously since leaving school (except, perhaps, for brief periods between jobs)?

3 [ ] Yes (Skip to Question 18)
0 [ ] I am still in school (Skip to Question 18)
1 [ ] No, I have never had a job since leaving school
2 [ ] No, but I have been employed some of the time since leaving school.
X

17. What was the main reason you stopped working (if you did) or did not start working (if you didn't)? (Check only one.)

01 [ ] Marriage
02 [ ] Pregnancy
03 [ ] Care of children
04 [ ] To devote more time to my family
05 [ ] Other household responsibilities
06 [ ] Adequate child-care facilities not available
07 [ ] To attend school
08 [ ] Did not enjoy working
09 [ ] Did not need the money
10 [ ] Illness or disability
11 [ ] Moved to new location
12 [ ] No jobs with suitable hours available
13 [ ] No suitable jobs available
14 [ ] Other
XX

18. What are your long range employment plans? (Mark as many as apply.)

10 [ ] Continue working indefinitely
21 [ ] Stop work when I get married
22 [ ] Stop work when I have children
23 [ ] Stop work when family income permits
24 [ ] Stop work when others circumstances make this convenient
XX
31 [ ] Start or return to work as soon as I find a suitable job
32 [ ] Start or return to work as soon as a suitable arrangement can be made
33 [ ] Start or return to work when youngest child is in school
34 [ ] Start or return to work when youngest child is in high school
35 [ ] Start or return to work when children are grown
36 [ ] Start or return to work only if the family income is needed
41 [ ] I don't intend to return to work after dropping out
42 [ ] I haven't had a job and don't intend to
XX

19. If you plan to return to work after a long interval, will you require some training (or retraining) first?

0 [ ] Not applicable
1 [ ] No, I will go into about the same kind of work I did on previous jobs
2 [ ] I don't think so, even though I will probably go into a somewhat different type of work
3 [ ] Perhaps some retraining or further schooling will be required though I will be going back into the same field
4 [ ] Extensive study or schooling will almost certainly be necessary, even though I will be going back into the same field
5 [ ] Additional schooling will be necessary, since I will probably be going into an entirely different field
X

20. What would you have done differently in the light of what you now know? (Mark as many as apply.)

[ ] 1 a I would have graduated from high school instead of dropping out
[ ] 2 b I would have taken additional educational training after high school to prepare me for a better job
[ ] 4 c I would have gone to college
[ ] 1 d I would never have gone to college
[ ] 2 e I would have selected a different college from the one I attended
[ ] 4 f I would have chosen a different major field in college
[ ] 1 g I would not have dropped out of college
[ ] 2 h I would have gone to graduate school
[ ] 4 i I would not have gone to graduate school
[ ] 1 j I would have gone into some other line of work
[ ] 2 k Other (Specify) _____
[ ] 4 l None of the above
XXXX

21. Race

1 [ ] Black/Negro
2 [ ] Oriental
3 [ ] White/Caucasian
4 [ ] American Indian
9 [ ] Other (Please specify) _____
X

22. Religion

1 [ ] Catholic
3 [ ] Jewish
5 [ ] Protestant
9 [ ] Other (Please specify) _____
0 [ ] None
X [ ] I prefer not to answer this question

23. Please indicate your past and present status in regard to military duty. (Mark as many as apply.)

	(a) Was now	(b) Am Now
a (Active Duty)		
1 Air Force	[ ]	[ ]
2 Army	[ ]	[ ]
3 Navy	[ ]	[ ]
4 Marine Corps	[ ]	[ ]
5 Coast Guard	[ ]	[ ]
00	[ ]	[ ]
XX	[ ]	[ ]
b (Reserves and National Guard)		
1 Air Force Reserve	[ ]	[ ]
2 Army Reserve	[ ]	[ ]
3 Naval Reserve	[ ]	[ ]
4 Marine Corps Reserve	[ ]	[ ]
5 Coast Guard Reserve	[ ]	[ ]
6 Air National Guard	[ ]	[ ]
7 Army National Guard	[ ]	[ ]
00	[ ]	[ ]
XX	[ ]	[ ]
c (ROTC)		
1 Air ROTC	[ ]	[ ]
2 Army ROTC	[ ]	[ ]
3 Naval ROTC	[ ]	[ ]
00	[ ]	[ ]
XX	[ ]	[ ]

d 0 None of the above

9th Grade Five-Year Follow-up

24. Have you served on active military duty for more than thirty days? (Mark as many as apply.)

- 0 [ ] Yes, I was drafted
- 1 [ ] Yes, I enlisted
- 2 [ ] Yes, as a commissioned officer
- 4 [ ] Yes, I was activated through the Reserves or National Guard
- 6 [ ] No
- X

25. Do you have a military serial number? (Do not give your selective service number.)

- 8 [ ] No
- 1 [ ] Yes, the number is _____
- X

26. Have you attended college (2 year or 4 year) since leaving high school?

- 1 [ ] Yes, a 2 year college only (junior or community college)
- 2 [ ] Yes, two or more 2-year colleges only
- 3 [ ] Yes, one 4 year college only
- 4 [ ] Yes, two or more 4-year colleges only
- 5 [ ] Yes, both 2-year and 4-year colleges
- 6 [ ] No (Skip to Question 28.)
- X

27. What was your status most of the time while you attended college?

- 4 [ ] A full-time student working towards a degree
- 3 [ ] A part-time student working towards a degree
- 2 [ ] Taking courses for credit but not working towards a degree
- 1 [ ] Taking informal, non-credit courses
- X

28. Did you attend any other type of school for four weeks or more?

- 0 [ ] No
- 8 [ ] Yes, a technical institute for electronics, drafting, computer programming, or something similar
- 7 [ ] Yes, a school of nursing (2 or 3 year program leading to an RN)
- 6 [ ] Yes, a school of practical nursing
- 5 [ ] Yes, a secretarial or business school
- 4 [ ] Yes, a trade or apprentice school or vocational school
- 3 [ ] Yes, an armed forces school
- 9 [ ] Other (Please specify.) _____
- X

29. Which of the following licenses or certificates do you have already or plan to get?

(a) Have received	(b) Plan to get		
[ ]	[ ]	1	C.P.A. (Certified Public Accountant)
[ ]	[ ]	2	Practical nursing certificate
[ ]	[ ]	3	R.N. (Registered Nurse)
[ ]	[ ]	4	Teacher's certificate, issued by state or city
[ ]	[ ]	9	Other (Specify) _____
[ ]	[ ]	0	None of the above

30. Which of the following college degrees or diplomas have you earned or do you plan to earn?

(a) Have earned	(b) Plan to earn		
[ ]	[ ]	00	None
[ ]	[ ]	01	Junior college diploma (e.g., Associate in Arts, etc.)
[ ]	[ ]	11	B.A. or B.S.
[ ]	[ ]	12	Other bachelor's degree (Specify) _____
[ ]	[ ]	21	M.A. or M.S.
[ ]	[ ]	22	Other master's degree (Specify) _____
[ ]	[ ]	31	LL.B. or J.D. (law)
[ ]	[ ]	41	D.D.S. (dentistry)
[ ]	[ ]	42	M.D. (medicine)
[ ]	[ ]	51	Ed.D.
[ ]	[ ]	52	Ph.D.
[ ]	[ ]	61	Other professional degree (Specify) _____
[ ]	[ ]	71	Other (Specify) _____

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVERSITY FOR CREDIT, PLEASE ANSWER THE FOLLOWING QUESTIONS, NUMBERS 31 – 38.
IF YOU HAVE NOT ATTENDED COLLEGE, PLEASE TURN TO PAGE 5, SIGN YOUR NAME AND THE DATE, CHECK THE ADDRESS FOR ACCURACY, AND RETURN THE QUESTIONNAIRE IN THE MAIL.

31. What college or universities have you attended as an undergraduate? If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first.)

Name of College or University	City and State	(a) Dates Attended	(b) Degree Earned	(c) Date Degree Received: Mo.	Yr.

32. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended.

Name of University	Name of School	City and State	Dates Attended

33. As an undergraduate, what is or was your average grade in your major subject, and in all subjects? (Please circle one in each row.)

Major subject:

A A- B+ B B- C+ C C- D+ D D- F

All subjects:

A A- B+ B B- C+ C C- D+ D D- F

11	10	09	08	07	06	05	04	03	02	01	00

Do not write in the space

34. Please indicate your present class status in college (or the highest level you have reached).

- 1 [ ] Freshman
- 2 [ ] Sophomore
- 3 [ ] Junior
- 4 [ ] Senior
- 5 [ ] I have already earned a bachelor's degree, and have not done any graduate work toward an advanced degree.
- 6 [ ] I have already earned a bachelor's degree, and am or have been a graduate student working toward an advanced degree.
- X

35. Are you enrolled in a college or university in the fall of 1966?

- 1 [ ] Yes, as an undergraduate, full-time.
- 2 [ ] Yes, as an undergraduate, part-time.
- 3 [ ] Yes, as a graduate student, full-time.
- 4 [ ] Yes, as a graduate student, part-time.
- 5 [ ] Yes, postgraduate study not for a degree (either full- or part-time)
- 6 [ ] No.
- X

36. Have you ever dropped out of college?

- 88 [ ] No (Skip to Question 38.)
- [ ] Yes
- XX

37. What was your main reason for dropping out of college? (Check only one.)

- 21 [ ] Was offered a job
- 22 [ ] Changed career goals
- 23 [ ] Became homesick
- 24 [ ] Didn't enjoy the social life
- 25 [ ] Got married
- 26 [ ] Pregnancy or children
- 27 [ ] College work was boring
- 28 [ ] Had to study too hard
- 29 [ ] Poor grades
- 32 [ ] Got into disciplinary trouble
- 33 [ ] Had financial difficulties
- 34 [ ] Became ill or had an accident
- 35 [ ] Family emergency
- 40 [ ] Entered military service
- 90 [ ] Some other reason (Please specify.) _____
- 10
- XX

38. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major	(b) Undergraduate Minor	(c) Graduate Major		
[ ]	[ ]	[ ]	01	Mathematics
[ ]	[ ]	[ ]	02	Chemistry
[ ]	[ ]	[ ]	03	Physics
[ ]	[ ]	[ ]	04	Physical Sciences (other)
[ ]	[ ]	[ ]	05	Anatomy/Physiology
[ ]	[ ]	[ ]	06	Biochemistry
[ ]	[ ]	[ ]	07	Zoology
[ ]	[ ]	[ ]	08	Botany
[ ]	[ ]	[ ]	09	Biological Sciences (other)
[ ]	[ ]	[ ]	10	Psychology
[ ]	[ ]	[ ]	11	Sociology
[ ]	[ ]	[ ]	12	History
[ ]	[ ]	[ ]	13	Economics
[ ]	[ ]	[ ]	14	Political Science or Government
[ ]	[ ]	[ ]	15	Social Sciences (other)
[ ]	[ ]	[ ]	16	Social Work
[ ]	[ ]	[ ]	17	English
[ ]	[ ]	[ ]	18	Journalism
[ ]	[ ]	[ ]	19	Foreign Languages
[ ]	[ ]	[ ]	20	Fine Arts
[ ]	[ ]	[ ]	21	Performing Arts
[ ]	[ ]	[ ]	22	Music
[ ]	[ ]	[ ]	23	Philosophy
[ ]	[ ]	[ ]	24	Religion or Theology
[ ]	[ ]	[ ]	25	Humanities (other)
[ ]	[ ]	[ ]	26	Law (Pre-Law)
[ ]	[ ]	[ ]	27	Medicine (Pre-Medicine)
[ ]	[ ]	[ ]	28	Dentistry (Pre-Dentistry)
[ ]	[ ]	[ ]	29	Pharmacy
[ ]	[ ]	[ ]	30	Nursing
[ ]	[ ]	[ ]	31	Other Health Professions
[ ]	[ ]	[ ]	32	Architecture
[ ]	[ ]	[ ]	33	Engineering
[ ]	[ ]	[ ]	34	Computer Science
[ ]	[ ]	[ ]	35	Statistics
[ ]	[ ]	[ ]	36	Elementary Education
[ ]	[ ]	[ ]	37	Physical Education
[ ]	[ ]	[ ]	38	Education (Other)
[ ]	[ ]	[ ]	39	Library Science
[ ]	[ ]	[ ]	40	Accounting
[ ]	[ ]	[ ]	41	Business and Commerce
[ ]	[ ]	[ ]	42	Home Economics
[ ]	[ ]	[ ]	43	Agriculture or Forestry
[ ]	[ ]	[ ]	44	Some other (Please specify.) _____
[ ]	[ ]	00		None
		[ ]	99	None. I have not done graduate work.

ADDITIONAL COMMENTS

If you would like to make any additional comments concerning your work experiences, please feel free to do so. We are also interested in comments about any of the decisions you made either in high school or after high school.

_____

_____

_____

Please sign your name below and fill in the date.

Signature _____

Date _____
Month Day Year

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the address label on page 6. This helps us to keep your address file up-to-date.

After you have filled out the questionnaire, please fold it so that our return address is on the outside and your corrected address label is on the inside. Then moisten the seal, fold the questionnaire, and drop it in a mailbox.

IT REQUIRES NO POSTAGE

Project TALENT Follow-up Questionnaire

Form 11A1

Last Name First Name

Street Address

City and State Zip Code

If there are any errors in the name and address shown at the right, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided above.

Read the DIRECTIONS at the bottom of the enclosed letter before completing this form.

Fill circles completely with No. 2 pencil → Examples of IMPROPER marks ⊘ ○ ○ ○ ⊗ ○ ○ ○ ⊙ Examples of PROPER marks ● ○ ○ ● ○ ○ ●

PLEASE DO NOT MARK ANY SHADED BOXES ON THIS FORM

FOR NCS USE ONLY

MAKE NO STRAY MARKS ON THIS FORM

Please read each question completely before responding.

1. Mark one:
   - (A) Male
   - (B) Female

2a. How many times have you moved (i.e., changed your residence) in the past ten years?
   - (A) Not at all
   - (B) Once
   - (C) Twice
   - (D) 3 to 5 times
   - (E) 6 to 10 times
   - (F) 11 times or more

2b. How far from the place you lived when you were in high school in the spring of 1960 do you now live?
   - (A) I live in the same house
   - (B) I live less than 10 miles away
   - (C) 10–30 miles away
   - (D) 30–100 miles away
   - (E) 100–300 miles away
   - (F) 300–1,000 miles away
   - (G) Over 1,000 miles away

3. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time jobs between June 1960 and September 30, 1971? (If you are not sure, guess.) Do not include jobs held just in the summer when you were in school.

None ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 or ○ more

4a. How many weeks did you work in the 12-month period between October 1, 1970, and September 30, 1971, either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.)

4a ____ weeks

4b. How many weeks were you unemployed (without a job and looking for work) between October 1, 1970, and September 30, 1971? (If exact figure is not known, give best estimate.)

4b ____ weeks

5a. As of September 30, 1971, were you looking for a job (whether or not you had one)?
   - (A) Yes, I was looking for a full time job
   - (B) Yes, I was looking for a part time job
   - (C) No

PLEASE GO ON TO PAGE 2

5b. Did you have any paid job as of September 30, 1971? (Consider active military duty as a full-time job.)
   - (A) Yes, a part-time job
   - (B) Yes, a full-time job
   - (C) No, I was in school → Skip to Question 7a
   - (D) No, I was a housewife → Skip to Question 7a
   - (E) No, my health would not permit it → Skip to Question 7a
   - (F) No, for a reason not given above → Skip to Question 7a

6a. If you had a paid job as of September 30, 1971, what was this job called?

6b. What did you do on it?

6c. Average number of hours worked per week on this job:

____ hours per week.

6d. How much was your pay or other earnings (before deductions) on this job as of September 30, 1971? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

per month or per week or per hour

6e. Do you enjoy the kind of work you have done on this job? (Consider only the work itself—not the pay, working conditions, or other factors that might make the job attractive or unattractive.)
   - (A) No, I hate the work
   - (B) No, I dislike it very much most of the time
   - (C) No, I rather dislike it
   - (D) I have no feelings about it
   - (E) Yes, I rather like it
   - (F) Yes, I like it very much most of the time
   - (G) Yes, I enjoy it very much

6a 6c 6d

6f. Considering all aspects of this job (the work, pay, co-workers, future, etc.), how do you feel about your job?
   - (A) Very satisfied with it
   - (B) Fairly satisfied with it
   - (C) Neither satisfied nor dissatisfied
   - (D) Rather dissatisfied with it
   - (E) Very dissatisfied with it

6g. Do you plan to remain on this job for the next several years?
   - (A) Yes, but only because I think it would be hard for me to find another job
   - (B) Yes, I would like to
   - (C) Probably
   - (D) I can't decide
   - (E) No, I would like to change jobs, but continue to do the same kind of work
   - (F) No, I would like to get a job in the same field, but at a more advanced level
   - (G) No, I would like to get a job in a different field
   - (H) No, I plan to stop work altogether to go back to school
   - (I) No, I plan to stop work altogether, for some other reason
   - (J) No, for some other reason
   - (K) No, I have already left that job since September 30, 1971

6h. Do you expect to advance in this job?
   - (A) Yes, I expect to advance far in this job
   - (B) Yes, I expect to advance some
   - (C) No, I have little or no opportunity for advancement
   - (D) No, I am content with my present level
   - (E) No, I do not expect to stay long enough to advance

6i. Does your job provide good financial security?
   - (A) Yes, that is one of the things I like about it
   - (B) Yes, but that isn't what I'm looking for
   - (C) I don't know
   - (D) No, but financial security is not what I want from a job anyway
   - (E) No, but I wouldn't want to stay very long even if it did
   - (F) No, this is one of the drawbacks of the job

6j. How well does your present job fit in with your long-range plans or goals?
   - (A) Extremely well
   - (B) Very well
   - (C) Fairly well
   - (D) Hardly at all
   - (E) Not at all
   - (F) I don't have any long-range plans or goals

7a. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work.)

If your answer was "Housewife," skip to question 8.

7b. What steps have you taken in this direction? (Mark as many as apply.)

- (A) I now have or have had a regular job in this field.
- (B) I now have or have had a job as a trainee in this field.
- (C) My present job may lead to work in this field.
- (D) I am doing or have done volunteer work in this field.
- (E) I have had special training or education in this field, as follows:
  - (1) In high school.
  - (2) In college as an undergraduate.
  - (3) In graduate school or professional school after college.
  - (4) In some other kind of school, since high school.
  - (5) An apprenticeship program.
  - (6) On-the-job training (informal or formal).
  - (7) An informal program -- reading or other independent study.
  - (8) Some other way.
- (9) None of the above.

8. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job.

- A. Extremely important.
- B. Very important.
- C. Moderately important.
- D. Of only slight importance.
- E. Of absolutely no importance.

A B C D E

- Good income to start
- Good income expected within a few years
- Job security and permanence
- Work that strikes me as important or worthwhile
- Opportunity for promotion and advancement
- Work in the area in which I specialized or prepared
- Work that I feel I do well
- Short hours
- Long vacations
- Work that I find easy
- Interesting work
- Work that is challenging and permits me to use my abilities fully
- Friendly relations co-workers
- A job that gives me status and makes people look up to me
- A job that provides real power
- Working in pleasant surroundings

F G H I J K

Now go back and rate your own job (the job you had as of September 30, 1971) on each of the characteristics indicated above, using the following scale:

- F My present job is excellent in this respect
- G My present job is very good in this respect
- H My present job is fairly good in this respect
- I My present job is quite poor in this respect
- J My present job is very poor in this respect
- K My present job is terrible in this respect

PLEASE GO ON TO PAGE 4

12th Grade Eleven-Year Follow-up

9. During the three-year period from October, 1968, through September, 1971, at what points did each of the following describe you? (If you don't remember exactly, just make the best guess you can.)

- A. Employed on a full-time job in my regular field of work.
- B. Employed on a full-time job, but not in my regular field of work.
- C. Employed on a part-time job and seeking a full-time job.
- D. Employed on a part-time job in my regular field of work; not available for a full-time job.
- E. Full-time student.
- F. Full-time housewife.
- G. Unemployed and available for a full-time job.
- H. Not in any of the above categories and my health would not permit me to hold a job.
- I. None of the above.

A B C D E F G H I

DIRECTIONS FOR QUESTION 9

Blacken the appropriate parts of the appropriate columns. For each of the 36 months, usually one and only one of the nine columns at the left will be marked.

PLEASE DO NOT WRITE ANY COMMENTS OR SUGGESTIONS ON THIS FORM. IF YOU FIND YOU WISH TO MAKE COMMENTS OR SUGGESTIONS AS YOU GO ALONG, WRITE THEM ON A SEPARATE PIECE OF PAPER AND ENCLOSE THEM IN THE RETURN ENVELOPE WITH YOUR QUESTIONNAIRE. THANK YOU.

WOMEN PLEASE ANSWER QUESTIONS 10a–10d AND THEN GO ON TO QUESTION 11. MEN PLEASE SKIP TO QUESTION 11 ON PAGE 5.

10a. Do you consider your primary occupation at present to be "housewife"?

- (A) No
- (B) Yes

10b. Have you been employed continuously since leaving school (except, perhaps, for brief periods between jobs)?

- (A) Yes. (Skip to question 10d.)
- (B) I am still in school. (Skip to question 10d.)
- (C) No. I have never had a job since leaving school.
- (D) Yes, but I have had some time out of the labor force.

10c. What were the main reasons you stopped working (if you did) or did not start working (if you didn't)? (Do not mark more than three.)

- (A) Marriage.
- (B) Pregnancy.
- (C) Adequate child care facilities not available.
- (D) Wanted to take care of my children personally.
- (E) To devote more time to my family.
- (F) Other household responsibilities.
- (G) To attend school.
- (H) Did not enjoy working.
- (I) Did not need the money.
- (J) Illness or disability.
- (K) Moved to new location.
- (L) No jobs with suitable hours available.
- (M) No suitable jobs available.
- (N) Other.

10d. What are your long-range employment plans? (Mark as many as apply.)

- (A) Continue working indefinitely
- (B) Stop work when I get married
- (C) Stop work when I have children
- (D) Stop work when we can afford it
- (E) Stop work when other circumstances make this convenient
- (F) Start or return to work as soon as I can find a suitable job
- (G) Start or return to work as soon as possible after children are born
- (H) Start or return to work when the children are a few years old
- (I) Start or return to work when youngest child is in school
- (J) Start or return to work when youngest child is in high school
- (K) Start or return to work when children are grown
- (L) Start or return to work after further study
- (M) Start or return to work only if the extra income is needed
- (N) I don't intend to return to work after stopping
- (O) I haven't had a job and don't intend to

11. In the last year have you been the driver in an auto accident in which someone was injured or there was property damage of $250 or more?

- (A) No
- (B) Yes

12a. Was your high school program designed to prepare you for a specific occupation?

- (A) No. (Skip to question 13)
- (B) Yes, it was intended to prepare me for

(Specify.)

MAKE NO STRAY MARKS ON THIS FORM

12a

12b. When you got out of high school did you get a job in that field?

- (A) No, I couldn't find one without additional training
- (B) No, I decided I wasn't interested -- or that I was more interested in a different field
- (C) Yes, but I found I wasn't adequately prepared
- (D) Yes, and I found my high school training very helpful
- (E) Yes, but I found other experiences more helpful than my high school training
- (F) Other.

(Specify.)

12c. Do you still consider yourself in the occupational field for which you prepared in high school?

- (A) Yes, my present job is in that field.
- (B) Yes, I am not now employed in it but I hope to get a job in the field.
- (C) No, I have changed to:

(Specify.)

- (D) No, I have no job now and am not seeking one.

PLEASE DO NOT PRINT OUTSIDE OF BOXES PROVIDED

13. Have you found your high school education useful in preparing you for the school(s) you have attended or the job(s) you have obtained since then?

- (A) Yes, it was valuable.
- (B) Yes, it was quite useful.
- (C) Adequate.
- (D) It proved of very little use.
- (E) It was a complete waste of time.

MAKE NO STRAY MARKS

14. In high school did you take part in a National Science Foundation science training program either during the summer or during the school year?

- (A) Yes.
- (B) I think so, but I'm not sure.
- (C) Probably not, but I'm not sure.
- (D) No.

PLEASE GO ON TO PAGE 6

15 – 23. For each of the following actions:

(a) Mark column a if you have ever done this.
(b) Mark column b if you are doing it now.
(c) Mark column c if you are considering doing it in the near future.
(d) Mark column d if you never did this and are not considering doing it in the near future.

(a) (b) (c) (d)

15. ○○○○ Belonging to the Peace Corps.
16. ○○○○ Being a Vista volunteer.
17. ○○○○ "Moonlighting" (i.e., holding one or more extra jobs, in addition to your regular job).
18. ○○○○ Participating in a program to retrain you for a different kind of job.

(Please specify.)

19. ○○○○ Living in foreign countries for a half-year or more.
20. ○○○○ Living in a commune (in the U.S.).
21. ○○○○ Being on welfare.
22. ○○○○ Being a "dropout from society".
23. ○○○○ Giving up a successful career to go into an entirely different field.

Switch from:

(Specify field.)

to

(Specify field.)

in (year)

19____

24. Have you attended college (2 year or 4-year) since leaving high school?

- (A) No
- (B) Yes

25. Did you attend any other (non-college) type of school for four weeks or more since leaving high school? (Mark as many as apply.)

- (A) No. (Skip to question 27.)
- (B) Yes, a technical school for training in electronics, drafting, computer programming, medical or dental technician training, etc.

(Specify course.)

- (C) Yes, a school of nursing (2- or 3-year program leading to an RN)
- (D) Yes, a school of practical nursing
- (E) Yes, a secretarial or business school
- (F) Yes, a trade or apprentice school or vocational school
- (G) Yes, an armed forces school

(Specify subject studied.)

- (H) Other.

(Specify.)

If you marked more than one type of school for question 25 above, please consider the first one you marked (i.e., the top mark) when you answer questions 26a–26d.

26a. How long was the course? ____ months

26b. Did you complete it?

- (A) Yes. (Skip to question 26d.)
- (B) Not yet, I am still in the program. (Skip to question 26d.)
- (C) No, I have dropped out.

26c. If you dropped out, why? (Mark as many as apply.)

- (A) I decided I didn't want to go into that field
- (B) I decided I could get a job in the field without training.
- (C) The work was too hard
- (D) Other.

26d. Did you ever get a job in the field you studied?

- (A) No, I never looked for a job in that field.
- (B) No, I couldn't find a job in that field and am now in a different field.
- (C) No, but I am still trying to.
- (D) Yes, and I am still in that field.
- (E) Yes, and I have advanced to a higher level.
- (F) Yes, but later I changed to a different field.
- (G) Yes, but since then I have stopped working.
- (H) Other.

PLEASE GO ON TO PAGE 7

If you never attended junior college, please skip to question 28.

27a. What kind of program did you take in junior college (i.e., in what field)?

Ⓐ Liberal arts
Ⓑ Other
(Specify.)

27b. How long was the program you took?

Ⓐ 2 years
Ⓑ 1 year
Ⓒ 1 semester or 1 quarter (3 to 5 months)
Ⓓ Less than 3 months
Ⓔ Just an occasional course (not towards a degree)
Ⓕ Other
(Specify.)

27c. Did you complete the program?

Ⓐ Yes. (Skip to question 27e.)
Ⓑ Not yet, I am still in it. (Skip to question 27e.)
Ⓒ No, I dropped out after
(Length of time)

27d. If you dropped out, why?

Ⓐ I decided I didn't want to go into that field.
Ⓑ I decided I could get a job in the field without the training.
Ⓒ I decided to transfer to another kind of program in junior college.
Ⓓ I decided to transfer to another kind of school (not a junior college).
Ⓔ Other
(Specify.)

27e. If the junior college program was intended to prepare you for a specific occupation, what occupation?

(Specify.)

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27e

27f. Did you get a job in the field for which the junior college trained you? (Mark all that apply.)

Ⓐ No, I never looked for a job in that field.
Ⓑ No, I couldn't find a job in that field and am now in a different field.
Ⓒ No, but I am still trying to.
Ⓓ Yes, and I am still in that field.
Ⓔ Yes, and I have advanced to a higher level.
Ⓕ Yes, but later I changed to a different field.
Ⓖ Yes, but since then I have stopped working.
Ⓗ Other

28. Which of the following licenses, certificates, or college degrees do you have already or plan to get?

(a) Have received
(b) Plan to earn

(a) (b)

○○ C.P.A. (Certified Public Accountant)
○○ Practical nursing certificate
○○ R.N. (Registered nurse)
○○ Teaching certificate, issued by state or city
○○ Associate in Arts or Associate in Science
○○ Other junior college certificate or diploma
(Specify.)

○○ B.A. or B.S.
○○ Other bachelor's degree
(Specify.)

○○ M.A. or M.S.
○○ Other master's degree
(Specify.)

○○ LL.B. or J.D. (law)
○○ D.D.S. (dentistry)
○○ M.D. (medicine)
○○ Ed.D.
○○ Ph.D.
○○ Other professional degree
(Specify.)

○○ Other
(Specify.)

○○ None of the above

12th Grade Eleven-Year Follow-up

29. Most people have "second thoughts" later on, about some decisions they have made. What would you have done differently in the light of what you now know? (Mark as many as apply.)

Ⓐ I would have graduated from high school instead of dropping out.
Ⓑ I would have taken a vocational program instead of an academic program.
Ⓒ I would have taken a different vocational program in high school from the one I took. Instead of a program in
(Specify.)
I would have taken one in
(Specify.)
Ⓓ Instead of taking a vocational program in high school I would have taken: (Mark one.)
① An academic or college-prep program
② A general program
Ⓐ Other → (Specify.)
Ⓔ I would have combined work and school.
Ⓕ I would not have worked and gone to school at the same time.
Ⓖ I would have taken additional educational training after high school to prepare me for a better job.
Ⓗ I would have gone to college.
Ⓘ I would never have gone to college.
Ⓙ I would have selected a different college from the one I attended.
Ⓚ I would have chosen a different major field in college.
Ⓛ I would not have dropped out of college.
Ⓜ I would have gone to graduate school.
Ⓝ I would not have gone to graduate school.
Ⓞ I would have gone into some other line of work.
(Specify.)
Ⓟ I would have gotten married.
Ⓠ I wouldn't have gotten married when I did.
Ⓡ Other → (Specify.)
○ None of the above

30. Race

Ⓐ White Caucasian
Ⓑ Black, Negro, Afro-American
Ⓒ Oriental
Ⓓ American Indian
Ⓔ Other → (Specify.)

31. Which of the following "minority groups," if any, do you consider yourself a member of?

Ⓐ Mexican-American
Ⓑ Eskimo
Ⓒ Puerto Rican
Ⓓ Cuban
Ⓔ Other → (Specify.)
Ⓕ No "minority group"

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A JUNIOR COLLEGE, 4-YEAR COLLEGE, OR UNIVERSITY FOR CREDIT, PLEASE ANSWER QUESTIONS 32-39. IF NOT, GO ON TO QUESTION 40 ON PAGE 11.

32. What colleges or universities have you attended as an undergraduate? If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first and all other colleges in reverse chronological order.)

Name of College or University _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Name of College or University _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Name of College or University _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

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32

PLEASE GO ON TO PAGE 9

33. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended [or are now attending] first and all other colleges in reverse chronological order.)

Name of University _____
School or Department _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Name of University _____
School or Department _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Name of University _____
School or Department _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Name of University _____
School or Department _____
City and State _____
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned _____ Mo. & Year _____

Wk.	a	b	c

33

34. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major	(b) Undergraduate Minor	(c) Graduate Major
○	○	○ Mathematics
○	○	○ Chemistry
○	○	○ Physics
○	○	○ Physical Sciences (other)
○	○	○ Anatomy/Physiology
○	○	○ Biochemistry
○	○	○ Zoology
○	○	○ Botany
○	○	○ Biological Sciences (other)
○	○	○ Psychology
○	○	○ Sociology
○	○	○ History
○	○	○ Economics
○	○	○ Political Science or Government or International Relations
○	○	○ Social Sciences (other)
○	○	○ Social Work
○	○	○ English
○	○	○ Journalism
○	○	○ Foreign Languages
○	○	○ Fine Arts
○	○	○ Performing Arts
○	○	○ Music
○	○	○ Philosophy
○	○	○ Religion or Theology
○	○	○ Humanities (other)
○	○	○ Law (Pre-Law)
○	○	○ Medicine (Pre-Medicine)
○	○	○ Dentistry (Pre-Dentistry)
○	○	○ Pharmacy
○	○	○ Nursing
○	○	○ Other Health Professions
○	○	○ Architecture
○	○	○ Engineering
○	○	○ Computer Science
○	○	○ Statistics
○	○	○ Elementary Education
○	○	○ Physical Education
○	○	○ Education (other)
○	○	○ Library Science
○	○	○ Accounting
○	○	○ Business and Commerce
○	○	○ Home Economics
○	○	○ Agriculture or Forestry
○	○	○ Some other (Please specify.)
○	○	None
		○ None. I have not done graduate work

12th Grade Eleven-Year Follow-up

35. Please indicate how much college you have completed.

(A) Less than one year of undergraduate work.
(B) One year but less than two.
(C) At least two years but have not earned a bachelor's degree.
(D) I have earned a bachelor's degree, but have not done any graduate work.
(E) I have done some graduate work, but haven't received a graduate degree.
(F) I have earned a master's degree.
(G) I have earned an advanced (6-year) certificate of graduate study.
(H) I have earned a doctoral degree.

36a. If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?

(A) Yes, it was intended to prepare me for _____ (occupation)

(B) No, it was intended to prepare me for graduate or professional school, which would prepare me for (occupation) → _____

(C) No, it was not intended to lead to any specific occupation. (Skip to question 37a.)

36b. Did you ever take a job in the field you studied? (Mark as many as apply.)

(A) No, I couldn't find a job in that field and I am now in a different field.
(B) No, but I am still trying to.
(C) No, I decided to change to a different field.
(D) Yes, but then I decided to change to a different field.
(E) Yes, and I am still in that field.
(F) Yes, and I have advanced to a higher level.
(G) Other. (Explain.)

37a. Did you attend college continuously from the time you first entered until you got a bachelor's degree?

(A) Yes, I was a full-time student during the entire period. (Skip to question 38.)
(B) Yes, I was a part-time student during the entire period. (Skip to question 38.)
(C) Yes, sometimes as a full-time student, sometimes part-time. (Skip to question 38.)
(D) No, I dropped out of college and haven't graduated. I don't expect to return.
(E) No, I dropped out of college and haven't graduated. I expect to go back and finish.
(F) No, for at least one semester or quarter (other than summer) I was out of college altogether, but I returned later.
(G) I am still an undergraduate, and have been in college continuously since I first entered. (Skip to question 38.)

37b. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.) Do not mark more than three.

(A) To earn enough money to be able to go back to college.
(B) Had financial difficulties.
(C) Was offered a job.
(D) Changed career goals.
(E) Became homesick.
(F) Didn't enjoy the social life.
(G) Got married.
(H) Pregnancy or children.
(I) College work was boring.
(J) Had to study too hard.
(K) Poor grades.
(L) Got into disciplinary troubles.
(M) Became ill or had an accident.
(N) Family responsibilities.
(O) Entered military service.
(P) Some other reason.

37c. When you left college, did you think you would return?

(A) Yes, I definitely intended to.
(B) I thought I might.
(C) I hoped to, but doubted I would be able to.
(D) I didn't particularly want to.
(E) I definitely intended not to return.

PLEASE GO ON TO PAGE 11

38. In college did you participate in the Undergraduate Research Participation (URP) program sponsored by the National Science Foundation?
- Ⓐ Yes.
- Ⓑ I think so, but I'm not sure.
- Ⓒ Probably not, but I'm not sure.
- Ⓓ No.

39. Where did you get the funds for your (a) undergraduate college education? (b) graduate education? (Include tuition and other expenses. Mark as many as apply.)

(a)	(b)	
○	○	Paid for by parents, family (other than spouse), friends, trust fund.
○	○	Loans from the National Defense Education Act Loan Fund, or government-guaranteed loans.
○	○	Loans from college loan funds.
○	○	Loans from banks or other organizations.
○	○	Loans from family or friends.
○	○	Spouse's employment.
○	○	My own savings.
○	○	Working while attending college (Include work-study programs and/or summer employment).
○	○	Student benefits from Social Security Administration.
○	○	GI bill.
○	○	War Orphans Act.
○	○	Educational Opportunity Grant.
○		NSF fellowship or traineeship.
○		Other Federal government fellowship or traineeship.
○	○	Scholarships or grants from college attended.
○	○	Scholarships or grants from other sources
○	○	Other. (Please specify.)
○		I have had no graduate education.

Now go back and blacken the circle at the right, for the single source of funds that provided the largest share of the money for your graduate education.

40. Did you get a high school diploma?
- Ⓐ Yes, when I graduated, in: (indicate year) → 19 — 60 ○ 66 ○
- Ⓑ Yes, I left school but later returned and got my diploma in: (indicate year) → 19 — 61 ○ 67 ○
- Ⓒ Yes, by examination or through correspondence school in: (indicate year) → 19 — 62 ○ 68 ○
- Ⓓ No, I left school in: (indicate year) → 19 — 63 ○ 69 ○
- 64 ○ 70 ○
- The last grade I completed was: 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ — 65 ○ 71 ○

41a. How many living children (excluding stepchildren) do you have?
None (skip to question 41d.) ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 or more ○

41b. How old is the oldest?
Under 1 yr ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 or older ○

41c. How old is the youngest?
Under 1 yr ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 or older ○

41d. How many children (including stepchildren, if any) are now living in your household?
None ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 or more ○

42a. How many times have you married?
Ⓞ Never (Skip to question 44.) ① Once ② Twice ③ More than twice

42b. What is your present marital status?
Ⓐ Married Ⓒ Divorced or annulled Ⓑ Separated Ⓓ Widowed

43a. How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)
Under 16 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20 ○ 21 ○ 22 ○ 23 ○ 24 ○ 25 ○ 26 ○ 27 ○ 28 ○ 29 ○ 30 ○ 31 or older ○

43b. How old was your wife or husband when you married?
Under 16 ○ 16 ○ 17 ○ 18 ○ 19 ○ 20 ○ 21 ○ 22 ○ 23 ○ 24 ○ 25 ○ 26 ○ 27 ○ 28 ○ 29 ○ 30 ○ 31 or older ○

44. How often do you generally read a newspaper?
- Ⓐ Every day
- Ⓑ Most days
- Ⓒ Weekends only (or Sunday only)
- Ⓓ Occasionally
- Ⓔ Very seldom
- Ⓕ Never (Skip to question 59.)

12th Grade Eleven-Year Follow-up

45 – 58. When you read a newspaper to what extent do you read the following parts? Please use the following scale:
- A- I always read this.
- B- I usually read this.
- C- I sometimes read this.
- D- I occasionally read this.
- E- I never (or almost never) read this.
- F- This doesn't appear in the newspaper I regularly read.

	A	B	C	D	E	F	
45.	○	○	○	○	○	○	Political news
46.	○	○	○	○	○	○	War news
47.	○	○	○	○	○	○	Crime news
48.	○	○	○	○	○	○	Sports news
49.	○	○	○	○	○	○	Editorials
50.	○	○	○	○	○	○	Financial page
51.	○	○	○	○	○	○	Society news
52.	○	○	○	○	○	○	Women's page
53.	○	○	○	○	○	○	Obituaries
54.	○	○	○	○	○	○	Comics
55.	○	○	○	○	○	○	Syndicated columns on public affairs
56.	○	○	○	○	○	○	Gossip columns
57.	○	○	○	○	○	○	Syndicated humorous columns
58.	○	○	○	○	○	○	Horoscope
	A	B	C	D	E	F	

59. What have you done (including work, hobby, recreational activity, or community activity) that has given you the most satisfaction during the past year?

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60. What type of activity would you like to have more time for than you have had?

61. Did you vote:

(a)	(b)	
		(a) In the last presidential election (November 1968)?
		(b) In the last primary election?
○	○	Yes.
○	○	No, I wasn't eligible to vote, because of residence requirements.
○	○	No, I wasn't eligible to vote, for some other reason.
○	○	No, I didn't think my vote would have any effect on who got elected.
○	○	No, I didn't think it mattered who got elected.
○	○	No, I didn't know enough about the candidates to want to vote.
○	○	No, I wasn't interested in voting for some other reason.
○	○	No, I wanted to vote, but I was ill on Election Day.
○	○	No, I wanted to vote but it was too inconvenient.
○	○	No, I forgot.
○	○	No, for some other reason.
	○	There is no primary election where I live.
○	○	I don't remember.

Please sign your name below and fill in the date.

Signature _____

DATE _____ Month Day Year

THANK YOU!

After you have filled out the questionnaire, please put it in the return envelope and drop it in a mailbox.

IT REQUIRES NO POSTAGE!

APPENDIX D

PROJECT TALENT DATA BANK PROJECTS[1]

Researcher and Organization	Project Summary
The Institute for Defense Analysis Arlington, Virginia	Evaluated the draft system using follow-up data about students' attitudes toward military careers.
Robert Veit George Washington University	Studied Student Information Blank items relevant to parental background to determine the characteristics of the families who produced prospective teachers. College respondents who indicated a preference for a teaching career were compared with all other freshman respondents.
Stanford Research Institute	Received analyses of Project TALENT school data regarding the relationship between characteristics of the schools and amount of impact aid received. Questions answered concerned what types of schools received impact aid, what they do with this aid, and what difference this aid means in terms of school output.
W. Donald Hubbard Harvard University	Was provided with 205 Interest Inventory Item responses for tenth grade college males. The data were used in a methodological design for the purpose of determining the ways in which interest measures could be predictive of career choice.
David Balzer Pennsylvania State University	Studied the influences of selected personal and situational characteristics on shifts in preferences for teaching careers. Analyzing data from Project TALENT and college information from the state department of education, subjects were classified on the basis of shifts in vocational interests between eleventh-grade and the end of their freshman year in college.
Jesse Burkhead Economics Department Syracuse University	Utilized Project TALENT school means on aptitude and achievement tests, school characteristics items, guidance program items, and census data to study a number of economic relationships between school system inputs and outputs.
The American Medical Association	Utilized items regarding family background, finances, grades, etc., to compare high school students interested in medicine as a career with students of comparable ability not interested in medicine.
Joseph French Pennsylvania State University	Compared the background characteristics of high ability dropouts with those of a sample of twelfth-grade Project TALENT participants who scored in the upper 25 per cent on a specified ability measure.
Thomas Ribich Brookings Institution	Studied the relationship between school expenditures and various school output variables such as test scores, college attendance rate, and high school dropout rate. The data were stratified by Office of Education regions and socio-economic indices.
The Division of Operation Analyses U.S. Office of Education	Used General School Characteristics items for the purpose of analyzing the relationship between certain school practices and the achievement of students.
The Measurement and Evaluation Institute American Institutes for Research	Used personality and achievement data to compare twelfth-grade girls indicating an interest in becoming airline stewardess.
The Institute for Research on Organizational Behavior American Institutes for Research	Conducted an examination of 16,000 Knox County, Tennessee students who were in grades 8-12 when tested by Project TALENT in 1960. The purpose of this study was to determine the relationship between test results and criterion information regarding truancy, dropout, mental health, delinquency, and similar behavioral problems.

[1]Through December 31, 1971. This list does not include projects begun prior to the fall of 1964.

Researcher and Organization	Project Summary
Helen Astin Commission on Human Resources and Advanced Education	Conducted a study of ninth-graders to identify variables that were predictors of career choice.
The American Medical Association	Conducted a follow-back study of Project TALENT data by providing us with the names of medical students who had been tested by Project TALENT in 1960. The records of these students were then pulled from our Master File. The initial AMA study using these data involved a comparison of the following three groups: (1) medical students who planned medicine as a career, (2) medical students who planned something other than medicine as a career, and (3) students who planned medicine as a career but did not enter medical school.
The High School Science Research Program University of Pittsburgh	Used the Interest Inventory, the Student Activities Inventory and the Creativity test from the 1960 TALENT Battery in a testing program of science and non-science students. The purpose of the study was to compare the test results of both groups to see in what ways science students differ from the non-science.
John K. Folger The Commission on Human Resources and Advanced Education Washington, D. C.	Studied the career plans, verbal and quantitative scores, and interests of the Project TALENT students attending senior and junior colleges in the United States. Described the characteristics of students in these various colleges and the differences among colleges.
Ann Martin University of Pittsburgh Graduate School of Library and Information Sciences	Analyzed a sample of the responses to two items in the Counselor's Questionnaire. The purpose of this analysis was to determine the counseling duties of the individual answering the questionnaire and to find out how each would set up programs if free to develop his own schedules.
John K. Folger and Alan E. Bayer Commission on Human Resources and Advanced Education	Analyzed items from the Student Information Blank, aptitude composites, temperament scales, the socioeconomic-environmental index, and post-high school education, as related to birth order and family size.
Research for Better Schools, Inc. Pennsylvania	Compared the characteristics of Project TALENT schools from two regions with the characteristics of all Project TALENT schools.
John K. Folger Commission on Human Resources and Advanced Education	Studied characteristics of colleges and junior colleges that Project TALENT students are attending. Colleges were classified according to type of institution, size, cost, and quality of students.
Helen Astin The Commission of Human Resources and Advanced Education	Analyzed five career groups, Business, Teaching, Engineering, Professions and Sciences. These groups have been further broken down into: (a) those who had the same career plan in twelfth-grade as they had in ninth-grade, (b) those who left a career group during that period, and (c) those who joined a new career group.
The Rocky Mountain Educational Laboratory	Studied the characteristics of schools in the Rocky Mountain area using data from the General School Characteristics file.
School of Education George Washington University	Used Project TALENT Test Booklet A (Information section and Student Activities) for testing program in conjunction with its contract on the evaluation of Title I of the Elementary and Secondary School Act of 1965 (District of Columbia).
Wallace J. Knetz Human Resources Research Program American Institutes for Research	Received Project TALENT data from the 1960 testing for all students in selected schools that had participated in the National Science Foundation Summer Science Training Program. The purpose of this research was to compare SSTP students with non-SSTP students.
The Aerospace Medical Division Air Force Systems Command United States Air Force	Analyzed the performances of various occupational, college major, and branch-of-military-service subgroups on operational Air Force tests. Estimates of the Air Force test scores were computed for each twelfth-grade student in the Project TALENT sample, and these score estimates were converted to Air Force percentile scores.

Researcher and Organization	Project Summary
Dale Prediger Education Department University of Toledo	Studied the effects of socioeconomic level, academic ability, and college grades on college persistence. He used data collected from young men in the original 1960 testing when they were twelfth-graders and in the one-year follow-up study.
Dr. J. Cohen University of Pittsburgh	The Data Bank Service computed canonical correlations on data provided by Dr. Cohen.
Ann Martin Graduate School of Library and Information Sciences University of Pittsburgh	Compared aptitude, achievement, and family background items for six post-high-school groups. A second study utilized data from the General School Characteristics file to determine the influence of type of school, grade structure, senior class size, percentage of dropouts, number attending college, remedial reading program, housing, and type of district (rural or urban) on school characteristics.
Raymond Hummel Learning Research and Development Center University of Pittsburgh	Administered Project TALENT tests to eleventh-grade students in the Upward Bound Program and to 22 educators participating in Project SUCCEED workshops. These test scores were then used for a self-appraisal conference between the educators and the Upward Bound students.
Helen Astin Commission on Human Resources and Advanced Education	Studied career plan changes from ninth-grade to one year after high school.
Eastern Regional Institute for Education, Inc.	Compared all schools in New York State (excluding New York City) and selected Pennsylvania schools with all Project TALENT schools in the nation.
Glenn R. Roudabush Department of Psychology University of Pittsburgh	Conducted a study to compare several procedures for predicting college grades.
Harry Bredemeier Sociology Department Rutgers University	Used the retest data to measure the relationship between academic growth of high-school students and selected school characteristics. He also studied the relationship between personal characteristics of the student and his intellectual growth.

Researcher and Organization	Project Summary
Dr. Robert F. DeHaan Programmed Instruction Project Great Lakes Colleges Association Hope College, Michigan	The Data Bank Service computed factor analyses and multiple regressions on data provided by Dr. DeHaan.
Herbert J. Kiesling Department of Economics Indiana University	Studied the relationships of cost and size to the quality of performance of the Project TALENT high schools. Selected aptitude and intelligence scores and information blanks for a 10 per cent sample of all grades were matched with information concerning the high schools these students attended.
William J. Asher Purdue University	Conducted a study to determine the differences in personality, social characteristics, habits, grades, and intellectual abilities among four groups of twelfth-grade students with respect to driver education programs.
James C. Burrows Bureau of the Budget	Analyzed Project TALENT school means on selected aptitude and achievement tests, the average socioeconomic-environmental index of the pupils in the school, items from the General School Characteristics questionnaire, and census data to determine the relationship between school inputs and outputs.
Alex Ducanis State University of New York	Examined Project TALENT data on New York State high-school students. His purpose was to provide the New York State Regents with information about students' college plans and their financial arrangements for post-high school education.
Alan E. Bayer Commission on Human Resources and Advanced Education Washington, D. C.	Studied the twelfth-grade five-year follow-up data to examine aptitude, socioeconomic level, dating experience, and college experience as related to age at marriage.

Researcher and Organization	Project Summary
The Measurement and Evaluation Program American Institutes for Research	Received distributions of responses for Student Activities Interest scales, Interest Inventory items, Student Information Blank items, aptitude and achievement scores, and five-year follow-up data for females who indicated they were airline stewardesses at the time they answered the five-year follow-up questionnaire. These analyses compared the scores of stewardesses with those of other twelfth-grade girls in the Project TALENT sample.
Emil Bend Social Systems Program American Institutes for Research	Studied the twelfth-grade five-year follow-up data to examine the possible differences in grades, career plans, personality measures, and other areas for high school boys who participated to varying degrees in athletics.
Dosia Carlson University of Pittsburgh	Studied the characteristics of the people who in twelfth-grade and/or in the five-year follow-up study indicated clergyman as their career plan. The characteristics of these people were compared with those of people who had career plans in other areas.
The National Advisory Commission on Selective Service	Used Project TALENT data to compare the cutoff scores on the Selective Service Qualification Test (SSQT) with estimated Armed Forces Qualification Test (AFQT) national population distributions.
John K. Folger Commission on Human Resources and Advanced Education	Studied the five-year follow-up data for students in junior and senior college and at various levels of higher education, and compared college major, grades, academic aptitude, and socioeconomic level.
Catherine M. Sobota Department of Counselor Education University of Pittsburgh	Studied the relationships among selected personality variables, level of aspiration, perceived academic achievement, and socioeconimic level in a sample of ninth-grade male Negro adolescents.
Raymond Hummel Learning Research and Development Center Pittsburgh	Received analyses predicting career occupations for tenth-grade males from their Project TALENT test scores.

Researcher and Organization	Project Summary
College Placement Council Bethlehem, Pennsylvania	Received analyses of career plans and training, jobs held, grades, and type of college attended for students who responded to the five-year follow-up questionnaire.
Alan E. Bayer Commission on Human Resources and Advanced Education	Studied background factors affecting educational attainment. The five-year follow-up data were used to determine educational attainment, and school and 1960 test scores were the background factors.
Robert C. Spiegelman Stanford Research Institute	Estimated the probability of a person attaining a certain level of education and of being employed or unemployed when he enters the labor force by means of sets of regression equations using the Project TALENT tenth- and twelfth-grade follow-up surveys and the 1960 school and student data.
The American Medical Association	Compared medical students in the United States, medical students in foreign universities, and pre-med majors not attending medical school, using Project TALENT's follow-up surveys and a follow-back survey of all medical students in the United States attending schools in the 1960 Project TALENT sample. Factor scores and the socioeconomic index were the bases for these comparisons.
Eugene Lee Emory University	Received discriminant analyses using the one-year and five-year follow-up data for twelfth-grade males. He examined migration in and out of seven career groups in the fields of mathematics, science, and secondary school teaching.
Edward Haurek Sociology Department University of Illinois	Received tapes containing tenth- and twelfth-grade one-year follow-up data and school data. These data were used on a study of educational aspiration and achievement as related to socioeconomic level.
Herbert J. Kiesling Department of Economics Indiana University	This project was a continuation of an earlier project and included recoding of the Student Information Blank item, Father's Occupation.

Researcher and Organization	Project Summary
Michael Decker Yardstick Project Cleveland, Ohio	Received multiple stepwise regression analyses with school characteristics as the criteria and census data as the predictors.
The Measurement and Evaluation Program American Institutes for Research	Obtained data for a group of United Air Line stewardesses who had been tested in Project TALENT. Criterion information regarding each girl's airline training record and performance was also obtained. Characteristics of the UAL stewardesses were compared with stewardesses from other airlines, a random sample of girls of the same age group, and a model group assumed to have desirable stewardess characteristics.
Emil Bend Social Systems Program American Institutes for Research	Continued his study of the differences among twelfth-grade males who participated to varying degrees in athletics and extracurricular high-school activities. Socioeconomic level and academic aptitude were also used as control variables.
Thomas E. Hutchinson Information System for Vocational Decisions Harvard University	Received a tape of Project TALENT twelfth-grade data for subjects who indicated on the one-year follow-up that they held jobs in sales, or were secretaries, electricians, mechanics, carpenters, or unskilled laborers. Variables of number of hours worked, amount of money earned, and test scores were included in this study.
The Program Planning and Evaluation Office U.S. Office of Education	Received separate analyses of Project TALENT tenth-grade one-year follow-up data, and twelfth-grade one-year and five-year follow-up data. The purpose of the study was to analyze the educational level, job plans, abilities, career plans, and socioeconomic level of students in general and vocational high-school programs.
Dr. Samuel Bowles Harvard University	Conducted a study to explain public school outcomes in terms of Project TALENT's aptitude and achievement test batteries and post-high school experience as measured in the five-year follow-up questionnaire sent to 12th-grade boys. He controlled on measures of school inputs and measures of the social background of the students and their community.
Dr. Raymond Hummel Learning Research and Development Center University of Pittsburgh	Borrowed Project TALENT tests and inventories for use by Project SUCCEED in its Coordinated Information and Guidance System.
Dr. Patricia Sexton Professor of Sociology New York University School of Education	Studied the status, problems, and characteristics of 9th-grade boys. She contrasted the characteristics of the highest achieving boys with those at lower levels of achievement to determine the strengths and weaknesses of boys who do not succeed in school, as well as the kinds of school programs that might be best adapted to their success.
Clifford P. Hahn Human Resources Research Program American Institutes for Research	Compared SSTP (National Science Foundation Summer Science Training Program) students with non-SSTP students by using the Project TALENT follow-up data.
Dr. Louise Cureton American Institutes for Research	Was provided with one-year follow-up data for her study of students in grades 9 through 12 in the Knoxville sample.
Dr. John C. Hause Department of Economics University of Minnesota	Used TALENT data for a systematic analysis of the relationship of earnings, ability, and education of male respondents to the 11th-grade five-year follow-up. He also used the 1960 test data and the one-year follow-up data from Project TALENT.
Dr. William Asher Graduate Educational Research Training Program Purdue University	Conducted a study of characteristics of schools which do and do not offer driver education. He used distributions on several items from the General School Characteristics Questionnaire.
Dr. William Asher Undergraduate Research Training Program Purdue University	Used TALENT data to examine the nature of driver factors in automobile accidents. He utilized 12th-grade one-year follow-up data as well as related data in the original 1960 testing.
Dr. Eugene C. Lee Education Department Emory University	Conducted a study to determine and define career paths of certain teachers who never carried out plans for teaching. He was provided with discriminant analyses using the one-year and five-year follow-up data for 12th-grade girls. This was similar to a previous study done on the boys in this sample.

Researcher and Organization	Project Summary
Lewis J. Perl University of California at Berkeley	Conducted a comparative study of higher education and other post-high school activities of students from California high schools and other high schools.
Dr. William W. Cooley Department of Educational Research University of Pittsburgh	Was provided with 1960 Project TALENT 10th-grade test data and the one-year follow-up data on females to develop a career taxonomy.
Miss Dee Burton American Institute of Physics	Was provided with data analyses based on the TALENT 12th-grade 5-year follow-up data, which she used in a study to determine the reasons so few students choose physics as a major or career.
Mr. Howard Vincent U. S. Office of Education	Studied student, school, and follow-up variables, in order to evaluate the significance of the following differences: (1) differences among high school graduates from different programs (i.e., general, college preparatory, commercial, vocational, agricultural); (2) differences between high school graduates and dropouts; (3) differences among non-college-going high school graduates, first-year college dropouts, and college students who don't drop out the first year; (4) differences among six groups of junior college students; and (5) differences among 11 groups of college and university students.
Mr. Bruce Black Psychology Department Wisconsin State University	Was provided with biographical history data gathered in 1960 which he used to predict ability changes over a 3-year period. Data from the 1963 retesting constituted the criteria.
Dr. Peter Voigt U. S. Office of Education	Incorporated 11th- and 12th-grade TALENT data in a study of the effects of Federal scholorships, grants, and loans on higher education. Independent variables under consideration include income, ability, place of residence while attending college, source of college financing, family size, and number of colleges attended.

Researcher and Organization	Project Summary
Dr. Austin Swanson State University of New York at Buffalo	Conducted a study to predict the mean factor scores for 150 school districts on 22 factor scores after partialing out mean socioeconomic index for the school district. He used as his predictors economic data he had collected about the school district.
Dr. Stephen Hoenack Institute for Defense Analysis	Was provided with 1960 data and 10th and 12th-grade follow-up data for use in comparing abilities and income of individuals in the armed forces with those in other occupations.
Dr. William Asher Department of Education Purdue University	Received data to study the characteristics of people involved in and those not involved in traffic accidents. This was a continuation of an earlier Data Bank project.
Dr. Christopher Jencks Economics Department Harvard University	A data tape was prepared for Dr. Jencks who studied the relationship between school "inputs" and school "outputs" using school characteristics data, 1960 test scores and background information, 1963 retest data, and one-year follow-up data.
Dr. Alan Kerchkhoff (directing Mr. James Porter) Department of Sociology Duke University	Received data on which to perform a multi-variate analysis of the factors which determine the positions in the social system ultimately occupied by persons who began life in different parts of the social system.
Mr. Lewis Perl University of California at Berkeley	Received data enabling him to show the relation between success in college and students' personal and school characteristics, using 12th-grade 1960, 1-year, and 5-year data.
Dr. Robert Eisner (directing Mr. Robert Wallace, doctoral candidate) Department of Economics Northwestern University	Received school data and 11th-grade student data for use in a study evaluating the effects of the school on the students' attainment. In the second phase of this study they received data on the 9th-grade retest sample.

Researcher and Organization	Project Summary
Dr. Helen S. Astin Bureau of Social Science Research Washington, D. C.	Studied the career choices among women using follow-up data for 12th-grade girls. The analyses included comparisons between those whose career choices changed and those whose career choice remained stable. Dr. Astin was sent both crosstabulations and discriminant analyses.
Mr. Louis F. Bush Assistant Director of Testing Services, San Diego Unified School District	Obtained data on cards to conduct a study to determine whether or not interrelationships exist between the size of a family and the degree to which individual members of the family develop their potentialities, with differences of racial-ethnic backgrounds and other variables taken into account.
Dr. Stuart H. Altman Department of Economics Brown University	Conducted several studies using grade 11 girls. The first two analyses provided crosstabulations on socioeconomic status and family income, job and education level one year after high school, and career expectations five years after high school. We are currently awaiting further requests in this continuing study.
Dr. Joel M. Cantor National Institute of Mental Health	Carried out an exploratory study of the feasibility of using TALENT data to study factors related to suicide among young adults.
Mr. James C. Byrnes Office of Program Planning and Evaluation Department of Health, Education, and Welfare	Was provided with data analysis for use in a study of the characteristics of college students, dropouts, vocational students, semi-professionals, and high school graduates with no further education, according to sex, socioeconomic index, and aptitude.
Dr. Richard B. Darlington Cornell University	Received SIB item responses and 5-year follow-up responses for use in methodological studies in the theory of prediction.
Mr. Joe L. Spaeth NORC University of Chicago	Conducted an evaluation of the effect of college entry on prestige expectations using 12th-grade males.
Mr. Howard Vincent U. S. Office of Education	Was provided with numerous distributions and crosstabulations for a sample of 11th- and 12th-grade females. His study focused on comparisons of ability and test scores, socioeconomic status, and present job and income among students in different types of educational programs after high school.
Miss Margaret E. Backman Columbia University	Was provided with data for use in comparing characteristics of students from different ethnic and socioeconomic backgrounds.
Dr. David Wilder (continuing the work of Dr. Harrington Gosling) Biometrics Research New York City	Conducted a follow-back study of New York residents who are in New York mental institutions. Dr. Wilder was provided with a data tape containing selected information on New York mental patients who were part of the Project TALENT sample.
Dr. Lloyd G. Humphreys Psychology Department University of Illinois	Received intercorrelations of test scores for groups of 9th-grade boys who scored in the top or bottom quartile on socioeconomic status and general academic ability. Dr. Humphreys also received frequency distributions of the socioeconomic status and ability variables.
Dr. John C. Flanagan Project PLAN	Received (1) frequency distributions on 17 TALENT tests for retest cases at 9th- and 12th-grade levels and (2) multiple correlations on 17 variables for use in predicting career group membership.
Dr. William Paisley Stanford University	Received a raw data tape of selected variables for use in methodological research on correlational analysis and the convergent-discriminant matrix.
Dr. John T. Dailey Allington Corporation	Used TALENT battery in a project to prepare inner-city youth for apprentice programs.
Dr. Patricia Cross Education Testing Service	Received an extensive set of crosstabulations for use in a study of college attendance, especially at junior colleges, by low-achieving students.

Researcher and Organization	Project Summary
Dr. William Asher Purdue University	Conducted a follow-back study of Project TALENT students who were later killed in Indiana traffic accidents. Dr. Asher provided us with a list of traffic fatalities and after searching our files we provided him with a data tape containing selected information.
Dr. John McCall Southern Illinois University	Received a data tape containing selected information for use in a study of relationships between ability scores, family size, and birth order, controlling for socioeconomic status.
Miss Anne Crowley The American Medical Association	Conducted a follow-back study of Project TALENT students who have applied to and/or entered medical school. The AMA provided a list of 82,000 persons and the TALENT files were searched to find matches. Analyses of TALENT data for these matched cases were carried out to determine the characteristics of various groups of potential and enrolled medical students.
Dr. John Bishop New York University	Is conducting a study of the effectiveness of college scholarship programs and the potential effects of their modifications.
John Holland The Johns Hopkins University	Was supplied data for use in a study to estimate the influence of education and background factors on the entry of students into the labor market and the effects of their entry.
Rupert N. Evans University of Illinois	Conducted a large-scale study of the background characteristics and outcomes for students who were in different curricula in high school. Of particular interest were students in vocational and technical education programs. Among the variables investigated were socioeconomic status, academic aptitude, and education since high school. 1960, 1963 retest, one-year follow-up and five-year follow-up data were used in the study.
James Griesen The Ohio State University	A follow-back study of Project TALENT participants who later entered dental or pharmacy schools was conducted. Analyses of TALENT data for those matched cases were carried out to determine the characteristics of various groups of dental and pharmacy students.

Researcher and Organization	Project Summary
Cletus Brady Catholic University of America	Was supplied with tables and printouts based on a follow-back study of Catholic males who were stable in, defected from, or were recruited to a choice of the clergy for their career plans.
Barbara Spaulding Purdue University	Was supplied with discriminant analysis printouts which compare college home-economics majors with a sample of non-home-economics majors. Ninth-grade data were used.
Peter M. Plantec Operations Research, Inc.	An analysis of differences between gifted and average students, and differences between gifted students in schools with programs for the gifted and in schools without programs for the gifted.
Zachary F. Lansdowne Mathematica, Inc.	Was provided with tables to be used in the refinement of an enrollment-student aid model for higher education.
David H. Kamens Northeastern University	Is studying college effects on dropouts. He is concerned with such variables as social class, ability, and the type of college the student attended as these variables jointly effect the probability of dropping out.
Peter M. Plantec Operations Research, Inc.	Carried out an additional analysis of the differences between gifted and average students as was done in project 88861. However, a different selection variable was used.
Herbert J. Kiesling Department of Economics Indiana University	This project was a small extension and continuation of his two prior projects which studied the relationships of costs and size to the quality of performance of the Project TALENT high schools.
Carl F. Wiedemann Psychology Department C.U.N.Y.	Dr. Wiedemann conducted a theoretical factor-analytic study of "cognitive style" in task behavior. He was provided with a selected set of test scores for use in this study.

Current Project TALENT Staff

Director:	David V. Tiedeman
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Director of the Data Bank:	John G. Claudy
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